

CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)



Technical Assistance Guide

**2006-07 Edition
Final Version
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PREFACE

This guide is developed for special education local plan areas (SELPA), school districts, county offices of education, and state-operated programs (SOP) for the disabled that submit student level data via California Special Education Management Information System (CASEMIS). The complete package includes:

- CASEMIS software,
- Technical Assistance Guide (TAG),
- CASEMIS Step by Step

All three are available at the Department's Web site for downloading at:

<http://www.cde.ca.gov/sp/se/ds/> .

These products can be downloaded to a Personal Computer (PC) if you are an **authorized user** (e.g. SELPA, district, county office of education, or SOP) of the system. Additional copies of the software or documentation can be made for the districts or sites under your jurisdiction. Any unauthorized copy, distribution, or commercial use of the software is strictly prohibited.

The TAG contains necessary and relevant information about the CASEMIS data fields and structure for the collection cycles. The software and the TAG are generally updated once a year reflecting all new reporting requirements from state and federal agencies. However, mid-year revisions are provided to users as needed. The Step by Step is modified as the software updates are made.

All features in CASEMIS have been tested with fictitious and actual data. However, it is virtually impossible to recreate every situation that may be reported. If the system fails to perform as expected, please let us know by e-mail at casemis@cde.ca.gov.

Additionally, we believe that the system should be beneficial for both the California Department of Education (CDE) and the various education agencies that use it. If you have any suggestions for improving the software or the Technical Assistance Guide, please let us know by sending an e-mail with specific details to casemis@cde.ca.gov. We hope you will find these products useful.

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Chapter I

GENERAL INFORMATION

California Special Education Management Information System (CASEMIS) is an information reporting and retrieval system in special education, developed by the California Department of Education (CDE), Special Education Division (SED). The system has been designed to assist the local education agencies (LEAs), special education local plan areas (SELPA's), county offices of education, school districts, and the state-operated programs for the disabled (SOP) submit student level data to the CDE. The system has been in operation since 1987-88 on a voluntary basis, and by 1994-95, all SELPA's and SOPs in California have implemented the system. CASEMIS has completely replaced all special education enrollment data collection using hard-copy forms.

BACKGROUND

The need for a statewide student level database in special education had been well established by the CDE and the special education local plan areas. A detailed analysis of these needs and a discussion of the benefits and costs of implementing such a system have been documented in a feasibility study prepared by the CDE and was approved by the Department of Finance in 1989 for statewide implementation.

Past experience showed aggregate data lacked the degree of detail necessary to answer various program questions. Each time a need arose for new information that was not available in the existing pool of aggregate data, the CDE sent hard-copy forms to the LEAs to collect the needed data. These data were fragmented and often inconsistent; therefore, it was difficult for the Department to make any meaningful analysis of the data over a period of time.

The need for program information has continued to increase considerably in recent years. This trend shows no signs of slowing, as many emerging issues in special education require data on a large number of program variables and student characteristics that make reporting of data quite complex.

The changes in the data requirements and increasing sophistication in their use have made the traditional data collection process expensive, inefficient, and impractical. Therefore, the CDE launched this effort to collect primary data (as opposed to secondary, derived, or calculated data) at the student level, rather than aggregate data at the district or SELPA level. This approach enabled the Department to address many program questions using the existing pool of data without sending out hard-copy forms to the LEAs. By implementing the system over a number of SELPA's since 1987, we found that the student level data reporting system is as error-free as possible, cost-effective, and efficient in meeting our information needs.

PURPOSE OF THE SYSTEM

The purpose of the system is to develop the capability in the CDE and among the LEAs to collect and share accurate and reliable student level data in a timely manner. The system provides the LEAs a statewide standard for maintaining a common core of special education data at the local level. Furthermore, it provides the CDE quality data at regular intervals that can be used for meeting many of our data needs. Specifically, they are:

1. To monitor special education programs in California on a continuous basis and to identify any unusual phenomenon or changes in the program.
2. To seek answers to various program questions by analyzing student level data for better planning, policymaking, and administration of special education programs.
3. To identify and research various program issues using the demographic and program variables.
4. To evaluate special education programs against statewide regular education goals in general, and special education goals in particular.
5. To evaluate the effectiveness of special education programs in California with respect to individual student progress, movement to less restrictive environment, and transition to independent living, to the extent feasible.
6. To meet statutory and programmatic needs for data in special education.
7. To project future needs of students with disabilities in California and help develop strategies to address them.
8. To develop the capability to share special education information between the CDE and other state and local education agencies using the latest technologies.
9. To develop special education data standards in California and collect a set of common core data in special education so we can address issues of statewide and local interest.
10. To disseminate SELPA-level and state-level information in special education programs.

AUTHORITY FOR COLLECTING STUDENT LEVEL DATA

Both California state and federal laws have given the statutory authority to the California Department of Education for collecting necessary data in special education on a regular basis. These requirements are stated in the appropriate code sections of the laws and regulations in order for the Department to effectively administer special education programs.

State Law

California Education Code § 56601(a) (Part 30) provides the statutory authority to the CDE to collect special education data, at least annually, in a form and manner determined by the superintendent. It states that,

Each special education local plan area shall submit to the superintendent at least annually information, in a form and manner prescribed by the superintendent and developed in consultation with the special education local plan areas, in order for the superintendent to carry out the evaluation responsibilities.... This information shall include other statistical data, program information, and fiscal information that the superintendent may require. The superintendent shall use this information to answer questions from the Legislature and other state and federal agencies on program, policy, and fiscal issues of statewide interest.

The decision of collecting student level data electronically, twice a year, has been made by the Department under this authority.

Several other sections of the *Education Code* and the *Government Code* authorize the department to collect data from the LEAs to meet various statistical, fiscal, demographic, and programmatic needs for data in special education in California. All relevant California code sections are presented in Appendix C.

Federal Law

§ 1418 of the Individuals with Disabilities Education Improvement Act (IDEA 2004) of the federal statutes (Title 20 U.S.C. Chapter 33), requires that each state education agency (SEA) collect statistical and programmatic information on students enrolled in special education in order to apply for federal funds. Relevant sections of the U.S. Code outlining these requirements are shown in Appendix D.

GENERAL OVERVIEW OF THE SYSTEM

The system requires each participating LEA manage a student level data system on a computer. The hardware can be personal computer (PC), minicomputer, or mainframe, although the Department's support for this system is limited to microcomputer environment. The database can be developed according to the state database structure (see Chapter II) or the LEA may use its own structure. It is not necessary, nor is it

expected, that the LEA have the same hardware or software as the State. In order to participate in the student level data system, however, some data interface between the CASEMIS and the LEA system is necessary.

The CDE provides software, named CASEMIS (see Chapter III), to the LEAs annually or prior to each reporting cycle. The software, as an option, accesses the student data file maintained by the LEA and copies eligible records from this file to a new file for each reporting cycle. The software verifies the files for logic errors, after which, the LEA can generate reports. After the files are verified and determined to be error-free and has substantiated any warnings, the LEA examines the reports for accuracy. The LEA may then submit the verified data files (new files created by CASEMIS) and the Certification Report.

Further details of the system are discussed in appropriate chapters in this document.

SYSTEM HARDWARE FOR THE LEA

As indicated above, the CASEMIS software supports only personal computers (PC) with Microsoft Windows 2000 operating system or later. This means that the LEAs maintaining their data system in computers other than PCs must have the capability of downloading their student level data.

SYSTEM SOFTWARE FOR THE LEA

The LEAs may use any database management software to maintain their student data file. However, CASEMIS will read files written only in **.dbf** format. For your convenience, the tools in CASEMIS software can extract CASEMIS data files written in **.txt** or **.csv** (comma separated values) format into **.dbf** format. If your data files are in **.txt** or **.csv** format, CASEMIS may extract and verify the data files and then generate reports.

If the LEA cannot generate a data file in **.dbf**, **.txt**, or **.csv** format according to the state database structure, the LEA will not be able to use the CASEMIS. Please contact Special Education Division at the information below.

CONTACT INFORMATION

The CDE provides free technical support to the LEAs as necessary. If you need assistance, have questions or inquiries for further information regarding the student level database or the CASEMIS software, please directed them to:

Mailing Address:	California Department of Education Special Education Division 1430 N Street, Suite 2401 Sacramento, CA 95814 Attn: Assessment, Evaluation, and Support Unit
Telephone:	916-327-3651
E-mail address:	casemis@cde.ca.gov
Fax:	916-327-3730

A NOTE ABOUT THIS GUIDE

This document has been written for use by the local public education agencies (LEAs) and the state-operated programs (SOP) submitting data for students with disabilities in California. The LEAs include school districts, county offices of education, and special education local plan areas (SELPA). The SOPs include all participating programs for the disabled, operated by various state agencies. The CASEMIS TAG can be downloaded from the following website:

<http://www.cde.ca.gov/sp/se/ds/>

For the sake of convenience, we have used the terms LEA and SELPA to include the state-operated program. Similarly, we have used the term "district" to include the sites in a state-operated program. In some cases we have used both terms.

Chapter II

DATABASE STRUCTURE WITH FIELD DESCRIPTIONS: 2006-07

The 2006-07 student level database has four data tables:

- Table A: CASEMIS Student Data,
- Table B: Student Services Data,
- Table C: Discipline (Suspension/Expulsion) Data,
- Table D: Post-secondary Follow-up.

A matrix provides structural and reference information concerning each table as a quick field reference. Specifics on each data field includes the following information: (1) table name and field number, (2) field name, (3) field type, (4) field length, (5) content verification, (6) new or revised status, and (7) location of valid codes.

In-depth data field particulars are found in the Field Details section, which follows each table's matrix. Information in this section includes: (1) field definition, (2) purpose, (3) valid format, examples, codes, or code locations (4) comments (if any), and (5) methods of verification applied (if any).

Table Content Overview

Table A (Student Data Table) **shall** contain one record for each student in the database. The unique identifier of a student record for a SELPA is derived by the combination of the *SELPA_CODE* and *STUDENT_ID* data fields in the table.

Table A shall also contain one record for each child referred and evaluated but not eligible for special education or related services (for end-of-year reporting cycle only).

Table B (Student Services Data Table) **shall** contain **at least one record for each student** in Table A, except those students with a code 80 or 90 in Data Field A-26, *PLAN_TYPE*. Table B may contain more than one record, one for each service received by the student.

Table C (Discipline Data Table) **shall** contain **one record for each disciplinary action** for a student receiving services in Table A. Table C may contain more than one record for a student, if the student is subjected to more than one disciplinary action during the school year (for end-of-year reporting cycle only).

Table D (Post-secondary Follow-up) **shall** contain **one record for each student exited from program or SELPA during the prior year** except those students who returned to regular education or are deceased (2005-06, for end-of-year cycle reporting only). Post-secondary is generally considered as after high school; the June 2007 would include **any** student exiting high school during the 2005-06

school year, including grades 9-12 and students aged 15 and older in grade code “ungraded”.

It is important that each data table maintained by the LEA contains **all data fields** with appropriate codes according to this structure. There are **no optional data fields** in the CASEMIS data tables for students receiving special education and related services. Please note that in this document the term IEP (Individualized Education Program) includes IFSP (Individual Family Service Plan) and ISP (Individual Service Plan) as applicable.

Acceptable data sources for CASEMIS software are as follows:

- DBF file format (**.dbf**) provided the column headers conform to the CASEMIS Structure,
- ASCII Text files, including: comma delimited (CD); comma separated values (**.csv**)

If a SELPA or district uses ASCII text (**.txt**) format, make sure that the date field is in CCYYMMDD format rather than MM/YY/DD format prior to converting a table from ASCII (**.txt**) or **.csv** to **.dbf** format.

TABLE A: CASEMIS STUDENT DATA

The following matrix provides structural and reference information concerning Table A. Next is the ‘Field Detail’ section that provides additional information concerning each field.

Figure 1- CASEMIS Student Data Table A Field Matrix

Table & Field #	Field Name	Type of Data	Length	Field is Verified	New or Revised	Location of Valid Codes
A-1	REPT_DATE	Date	8	Yes	No	Field detail
A-2	SELPA_CODE	Character	4	Yes	No	Appendix A
A-3	SELPA_FROM	Character	4	Yes	No	Appendix A
A-4	DIST_SERV	Character	7	Yes	No	http://www.cde.ca.gov/ds/si/ds/
A-5	DIST_RESI	Character	7	Yes	No	http://www.cde.ca.gov/ds/si/ds/
A-6	SCH_CODE	Character	7	Yes	No	http://www.cde.ca.gov/ds/si/ds/
A-7	SCH_TYPE	Character	2	Yes	No	Appendix A
A-8	LAST_NAME	Character	15	Yes	No	Not applicable
A-9	FIRST_NAME	Character	15	Yes	No	Not applicable
A-10	STUDENT_ID	Character	16	Yes	No	Not applicable
A-11	SSID	Character	10	No	No	Issued by CSIS
A-12	SSN	Character	9	Yes	No	Not applicable
A-13	BIRTHDATE	Date	8	Yes	No	Not applicable
A-14	GENDER	Character	1	Yes	No	Field detail
A-15	ETHNICITY1	Character	3	Yes	No	Appendix A
A-16	ETHNICITY2	Character	3	Yes	No	Appendix A

Table & Field #	Field Name	Type of Data	Length	Field is Verified	New or Revised	Location of Valid Codes
A-17	ETHNICITY3	Character	3	Yes	No	Appendix A
A-18	ETHNICITY4	Character	3	Yes	No	Appendix A
A-19	EL	Character	1	Yes	No	Field detail
A-20	NATIV_LANG	Character	2	Yes	Yes	Appendix A
A-21	EARLY_INT	Character	1	Yes	Yes	Field Detail
A-22	REFR_DATE	Date	8	Yes	Yes	Not applicable
A-23	REFR_BY	Character	2	Yes	Yes	Appendix A
A-24	PRNT_CSNT	Date	8	Yes	Yes	Not applicable
A-25	INIT_EVAL	Date	8	Yes	Yes	Not applicable
A-26	PLAN_TYPE	Character	2	Yes	No	Appendix A
A-27	MIGRANT	Character	1	Yes	No	Field Detail
A-28	RESID_STAT	Character	2	Yes	No	Appendix A
A-29	ENTRY_DATE	Date	8	Yes	No	Not applicable
A-30	LAST_IEP	Date	8	Yes	No	Not applicable
A-31	LAST_EVAL	Date	8	Yes	No	Not applicable
A-32	DISABILIT1	Character	3	Yes	No	Appendix A
A-33	DISABILIT2	Character	3	Yes	Yes	Appendix A
A-34	SOLE_LOW	Character	1	Yes	No	Field Detail
A-35	INFANT_SET	Character	2	Yes	No	Field Detail
A-36	FEDSET_INF	Character	3	Yes	Yes	Appendix A
A-37	FEDSET_PRS	Character	3	Yes	Yes	Appendix A
A-38	FEDSET_SCH	Character	3	Yes	Yes	Appendix A
A-39	IN_REGCLS	Character	3	Yes	Yes	Not Applicable
A-40	GRADE	Character	2	Yes	No	Appendix A
A-41	TRAN_GOAL1	Character	3	Yes	Yes	Appendix A
A-42	TRAN_GOAL2	Character	3	Yes	Yes	Appendix A
A-43	TRAN_GOAL3	Character	3	Yes	Yes	Appendix A
A-44	TRAN_GOAL4	Character	3	Yes	Yes	Appendix A
A-45	MHS_ELIGIB	Character	1	Yes	Yes	Field Detail
A-46	MHS_LANG	Character	1	Yes	No	Field Detail
A-47	SPEC_TRANS	Character	1	Yes	Yes	Field Detail
A-48	PARTICIP	Character	2	Yes	No	Appendix A
A-49	GRAD_PLAN	Character	2	Yes	Yes	Field Detail
A-50	EXIT_DATE	Date	8	Yes	No	Not applicable
A-51	EXIT_RESON	Character	2	Yes	No	Appendix A

Table A Field Detail

Report Identification

A-1 REPT_DATE (Report Date)

Definition:	This is the reporting date of the student level data. This date is an implied certification that all data on the student record are accurate as of this date.
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Purpose:	<p>To identify and document the date of the student record, and to comply with the December and End-of-Year pupil count certification.</p> <p>This date is used for calculating age of a student for the December and End-of-Year student data reports.</p>
Valid Format and Examples:	<p>Date Field</p> <p>MM/DD/CCYY (DBF format) CCYYMMDD (ASCII format)</p> <p>12/01/2006 December 1, 2006 Report 20070630 2006-07 End-of-Year Report</p>
Comment:	<p>This field is to identify the status of a student on a particular date, and to use it as a reference point in order to establish an historical profile of the student using several files over a period of time.</p> <p>If you use the CASEMIS system to copy records from a master file for any of the reports, you do not need to complete this field with data. The system will write the correct reporting date in this field as it copies qualifying records into a new file.</p>
Verified:	<p>This field is verified for the correct reporting date according to the reporting requirements (see examples above). If this field has a different date or is blank, the verification will result in an error message.</p>

Notes:

LEA Identification

A-2 SELPA_CODE (SELPA or state-operated program [SOP] reporting data)	
Definition:	<p>This is the four-digit code to identify the SELPA or SOP providing services to the student and reporting data.</p>
Purpose:	<p>To identify the administrative unit under which a student receives special education and related services, and through which agency the funding for special education is allocated.</p>
Valid Format, Examples, and Code Location:	<p>CCCC (4-digit character code)</p> <p>1700 Lake County SELPA 3020 West Orange County SELPA 7200 California Department of Corrections and Rehabilitation – Division of Juvenile Justice</p> <p>See Appendix A for SELPA codes list.</p>
Comment:	<p>These codes uniquely identify each SELPA/SOP and the corresponding administrative unit, following the statewide CDS coding system and the special education program and funding structure. This system provides sufficient flexibility to incorporate any future changes in the SELPA structure.</p>

Verified:	If this field is left blank or if the entry in this field is not a valid SELPA code, it will result in an error.
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Notes:

A-3 SELPA FROM (SELPA from which student transferred)

Definition:	This is the four-digit code of the SELPA that placed the student to the reporting SELPA (Field A-2, <i>SELPA_CODE</i>), which is now providing (or has provided) services and is reporting data.
Purpose:	To identify the SELPA that places a student to the reporting SELPA for services.
Valid Format, Examples, and Code Location	<p>CCCC (4-digit character code)</p> <p>1700 Lake County SELPA</p> <p>3020 West Orange County SELPA</p> <p>7200 California Department of Corrections and Rehabilitation – Division of Juvenile Justice</p> <p>See Appendix A for valid SELPA code list.</p>
Comment:	<ul style="list-style-type: none"> • This field is for local use only. The CDE does not use this field. • This field shall be left blank for students in the state-operated programs (SOP). • If this field is left blank or if the code is the same as the <i>SELPA_CODE</i>, it is assumed that the student is not placed by another SELPA. • This field may be left blank if the student is not placed by (or transferred from) another SELPA.
Verified	An entry in this field must be a valid SELPA code (see Appendix A), otherwise it will result in an error.

Notes:

A-4 DIST_SERV (District, county office or state-operated program site providing the majority of services and/or receiving funds)

Definition:	District, county office of education or state-operated program (SOP) site providing the majority of services to the student. This is a seven-digit code, of which the first two digits are the code of the county in which the district is located, followed by the five-digit district/site code. See <i>California Public School Directory</i> for correct code of the district or county office.
Purpose:	To identify the district or county office or SOP site that provides or accounts for the services and receives funding.

Valid Format, Examples, and Code Location	<p>CCDDDDD (7-digit county-district code) Use the 7-digit county-district code or state-operated program code from the <i>California Public School Directory</i>.</p> <p>1062166 Fresno Unified 4369393 Campbell Union Elementary 3033068 Fairview Developmental Center</p> <p>For valid codes visit the <i>California Public School Directory</i> located at http://www.cde.ca.gov/ds/si/ds/.</p>
Comment:	<ul style="list-style-type: none"> Every year some districts change their administrative, organizational, or geographic configuration. Also, new districts are created to accommodate an increasing population. The Publications Office of the CDE documents these changes. Make sure that the code in this field is correct. Note: County schools office shall not be identified as "CC00000".
Verified	An entry in this field must be a valid district code, otherwise it will result in an error.

Notes:

A-5 DIST_RES1 (District of Residence)	
Definition:	<p>This is the CDE issued seven-digit county-district-school (CDS) code of which the first two digits are the code of the county in which the district is located, followed by the five-digit district/site code. This may include:</p> <ul style="list-style-type: none"> The district where the student resides The district where the parent lives The district where the parent resides if the student is placed out-of-home district through IEP process The district receiving student under inter-district transfer The district or county office authorizing a charter school unless the charter school has a seven-digit district code The district or county office, only for wards of the court if none of the above conditions applies.
Purpose:	To identify the district where the student resides in relation to the district that provides the services.
Valid Format:	See information under Field A-4, DIST_SERV.
Comment:	See comments under Field A-4, DIST_SERV.
Verified	<ul style="list-style-type: none"> An entry in this field must be a valid district code, otherwise it will result in an error. If this field is left blank or if the entry in this field is not a valid district code, it will result in an error.

Notes:

A-6 SCH_CODE (Seven-digit code of the physical location of the school where the student is enrolled)

Definition:	<p>This is the seven-digit code of the school where the student is enrolled in or receives the majority of instructional services. For most students, this will be a regular public school; but for many others, this may be a nonpublic, private, parochial or other type of school.</p> <p>For a county-operated program located in a public school, this will be the seven-digit school code of the public school, not the seven-digit school code for all county-operated programs.</p>
Purpose:	To identify the school and its location, where the student is enrolled and receives the majority of instructions; to be able to identify a student at the instructional site; to be able to aggregate program data at the school level.
Valid Format, Examples, and Code Location:	<p>SSSSSSS (7- character code) Use the seven-digit school code from <i>California Public School Directory</i> or <i>California Private School Directory</i>.</p> <p>Note: If school code is not available, use the first seven characters of the name of the school.</p> <p>6059315 Leonardo da Vinci Magnet School 4530077 Mountain Lakes High School 5430020 Porterville Developmental Center</p> <p>See the <i>California Public School Directory</i> or <i>California Private School Directory</i> for correct school code at http://www.cde.ca.gov/ds/si/ds/.</p>
Comment:	If school code is not available, use the first seven characters of the name of the school of attendance.
Verified:	If this field is left blank, it will result in an error

Notes:

A-7 SCH_TYPE (Type of school where student receives majority of special education services)

Definition:	This is the type of school where the student is enrolled. For most students, this is the regular public school system, but for many others, this may be a different educational setting.
Purpose:	To identify the type of school where the student is enrolled.
Valid Format, Examples, and Code Location:	<p>CC (2-digit character code)</p> <p>10 Public day school 30 Juvenile court school 64 Private preschool</p> <p>See Appendix A for a complete list of school type codes available.</p>
Comment:	This field should correspond to Field A-6 (<i>SCH_CODE</i>).
Verified:	<ul style="list-style-type: none"> If this field is left blank, it will result in an error.

	<ul style="list-style-type: none"> If the entry in this field is not a valid code, it will result in an error.
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Notes:

Student Demographics

A-8 LAST_NAME (Student's last name)	
Definition:	Student's last name or family name as recorded in the IEP.
Purpose:	To identify each student uniquely and to ensure unduplicated count of children as required by the law; to ensure continuity of services to students when they move from one agency to another; and to evaluate effectiveness of special education programs by following students through transition programs.
Valid Format and Examples:	CCCCCCCCCCCCCCCC 15 Characters BECKO-RELLER NGUYEN GARCIA
Comment:	This information should be taken from an official document (birth certificate, etc.).
Verified:	If this field is left blank, it will result in an error. If the name has any special characters (@, #, \$, *, etc.), it will result in an error.

Notes:

A-9 FIRST_NAME (Student's first name)	
Definition:	Student's first name as recorded in the IEP
Purpose:	To identify each student uniquely and to ensure unduplicated count of children as required by the law; to ensure continuity of services to students when they move from one agency to another; and to evaluate effectiveness of special education programs by following students through transition programs.
Valid Format and Examples:	CCCCCCCCCCCCCCCC (15 characters) JOHN MONIKA MARGARITA
Comment:	This information should be taken from an official document (birth certificate, etc.).
Verified:	If this field is left blank, it will result in an error. If the name has any special characters (@, #, \$, *, etc.), it will result in an error.

Notes:

A-10 STUDENT_ID (Student identifier)	
Definition:	A unique identifier assigned by the SELPA/SOP to each student it serves and reports. This may be a number, a set of letters, or a combination of numbers and letters. Student's social security number may be used. The identifier may include trailing or preceding blanks but no special characters.

Purpose:	To identify each student record uniquely within a SELPA and to insure unduplicated count of children as required by the law.
Valid Format and Examples:	CCCCCCCCCCCCCCCC (16 characters) 123456789ABCDEFGH ABCDEFGHI RWS670821
Comment:	Use social security number or any combination of alphanumeric characters currently used by SELPA or the local education agency. No two records shall have the same student identifier within a SELPA. The SELPA may choose any method to determine a unique identification system within the SELPA. Note: The SELPA/SOP shall use the same student identifier for a particular student in all reporting cycles and from year to year.
Verified:	<ul style="list-style-type: none"> • If this field is left blank, it will result in an error. • If the STUDENT_ID is the same for another record within a SELPA, it will result in an error.

Notes:

A-11 SSID (Statewide Student Identifier, SSID, Code)

Definition:	CDE issued unique Student Identifier issued by local districts
Purpose:	To coordinate Special Education data with General Education data statewide
Valid Format:	CCCCCCCCCCC 10 characters
Comment:	<ul style="list-style-type: none"> • This entry must only be the CDE assigned statewide student identifier. • Although field is not verified for errors or warnings- a statistical output is provided.
Verified:	Not verified at this time.

Notes:

A-12 SSN (Student's social security number)

Definition:	Student's social security number assigned by the Social Security Administration.
Purpose:	To identify each student uniquely and to ensure unduplicated count of children as required by the law; to ensure continuity of services to students when they move from one agency to another; and to evaluate effectiveness of special education programs by following students through transition programs.
Valid Format:	CCCCCCCCC (9-digit characters code) 123456789 345678912 987654321

Comment:	No two records shall have the same social security number. If the social security number is not available for a student, you may leave this field blank, but do not make up any fictitious number in this field.
Verified:	If this field has any non-numeric entry, it will result in an error. If the social security number is the same for another record, it will result in an error.

Notes:

A-13 BIRTHDATE (Student's date of birth)

Definition:	The actual, official or recorded date of birth of the student.
Purpose:	To calculate age of the student at any date, to comply with the requirements of the state and federal laws.
Valid Format and Examples:	<p>Date Field</p> <p>MM/DD/CCYY (DBF format)</p> <p>CCYYMMDD (ASCII format)</p> <p>05/11/1985</p> <p>08/16/1989</p> <p>19961227 (ASCII format)</p>
Comment:	Age of a student is calculated as of the reporting date (Field A-1, REPT_DATE) for the December report. For the End-of -Year report, age is calculated as of the exit date (Field A-50, EXIT_DATE) or as of REPT_DATE, if the student is still in the program.
Verified:	<ul style="list-style-type: none"> • If this field is left blank, it will result in an error. • For the December student data report, this date is verified against the reporting date (Field A-1, REPT_DATE). If the birth date is after the reporting date or if the student is over age 22, it will result in an error. • For the End-of-Year Report, this date is verified against the exit date (Field A-50, EXIT_DATE). If the birth date is after the exit date or if the student is over age 23, it will result in an error.

Notes:

A-14 GENDER

Definition:	Gender identification of student
Purpose:	To determine and research educational characteristics of special education students by gender.
Valid Format and Codes:	<p>C (1 character code)</p> <p>F Female</p> <p>M Male</p>
Verified:	The entry in this field must be 'M' or 'F', otherwise, it will result in an error.

Notes:

A-15 ETHNICITY1 (Student's primary ethnic identification or background)	
Definition:	Ethnic background of the student receiving special education and related services. The category should identify the most appropriate ethnic background of the pupil. This information must be determined and provided by the LEA to the CDE. Refer to the student enrollment data in the site/district MIS system. If this information is not in the site/district MIS system, the LEA is responsible for providing this information.
Purpose:	To determine the educational characteristics of special education students by the various ethnic background, to comply with the state law and the requirements under Larry P. and Diana court rulings.
Valid Format, Examples and Code Location:	CCC (3-digit character code) 201 Chinese 500 Hispanic 600 African-American See codes of ethnic categories under this field and definitions of each in Appendix A.
Comment:	If a student does not fall into one of these ethnic categories, use a category that closely represents one. Each student must be identified in one of the listed ethnic categories.
Verified:	The entry in this field must be one of the ethnic codes under this field. Otherwise, it will result in an error.

Notes:

A-16 ETHNICITY2 (Student's second ethnic identification or background, if any)	
Definition:	Additional ethnicity or background of the student receiving special education and related services.
Purpose:	To comply with the federal requirements and or to select more than one ethnic identification as needed.
Valid Format, Examples, and Code Location:	CCC (3-digit character code) 201 Chinese 500 Hispanic 600 African-American See codes of ethnic categories under this field and definitions of each in Appendix A.
Comment:	<ul style="list-style-type: none"> If a student does not fall into one of these ethnic categories, use a category that closely represents one. If there are no additional ethnic categories, a blank is allowed in this field.
Verified:	The entry in this field must be one of the ethnic codes under this field or blank, otherwise, it will result in an error.

Notes:

A-17 ETHNICITY3 (Student's *third* ethnic identification or background, if any)

Definition:	Additional ethnicity or background of the student receiving special education and related services.
Purpose:	To comply with the federal requirements and or to select more than one ethnic identification as needed.
Comment:	All remaining information is the same as Field A-16, ETHNICITY2

Notes:

A-18 ETHNICITY4 (Student's *fourth* ethnic identification or background, if any)

Definition:	Additional ethnicity or background of the student receiving special education and related services.
Purpose:	To comply with the federal requirements and or to select more than one ethnic identification as needed.
Comment:	All remaining information is the same as Field A-16, ETHNICITY2

Notes:

A-19 EL (English learner)

Definition:	Whether or not the student is an English learner, this definition includes non-English proficient students as well. This refers to a student whose primary or home language is not English and who does not have the clearly developed English language skills of comprehension, speaking, reading, and writing necessary to succeed in the school's regular educational program. The determination of which pupils are EL shall be made in accordance with the procedures specified in <i>Education Code</i> § 62002.
Purpose:	To identify programmatic needs of the special education students with limited English background, to comply with the Larry P. and Diana court rulings.
Valid Format and Codes:	C (1 character code) Y Yes, student is an English learner (limited English proficient) N No, student is not an English Learner
Comment:	This field must have an entry.
Verified:	An entry other than a 'Y' or 'N', will result in an error.

Notes:

A-20 NATIV LANG (Student's home language or birth language)

Definition:	This should be based on the parent response to the Home Language Survey (HLS). This may be the student's home language or native language. If items 1-3 on the HLS are answered with an entry other than English, enter that code in this field.
Purpose:	To identify the programmatic needs of special education students with different language background.

Valid Format, Examples and Code Location:	CC (2-digit character code) 01 Spanish 08 Japanese 18 German See Appendix A for the list of language codes.
Comment:	Use the two-digit language code.
Verified:	The entry in this field must be one of the language codes. Otherwise; it will result in an error.

Notes:

Program Information

A-21 EARLY_INT (To determine if the student received pre-referral early intervening services in the past two years, 2004-05, 2005-06)	
Definition:	To determine if the student received pre-referral early intervening services in the past two years.
Purpose:	To identify students who received early intervening services and comply with Federal Law 20 U.S.C. 1413(f)(4) and 1418(a)(3)
Valid Format and Codes:	C (1 character code) Y Yes, if the student received early intervening services N No, if the student did not receive early intervening services
Verified:	An entry other than a 'Y' or 'N' will result in an error.

Notes:

A-22 REFR_DATE (Date of referral to assess and determine eligibility for special education services, for ages 0-22)	
Definition:	It is the date of the initial referral for assessment and to determine eligibility for special education services.
Purpose:	To comply with the requirements of the Federal and State Laws 20 U.S.C. 1416(a)(3)(B) (30 <i>Education Code</i> 56426.9(a)), (17 <i>CCR</i> 52112)
Valid Format:	Date Field, BIRTHDATE MM/DD/CCYY (DBF format) CCYYMMDD (ASCII format) 05/11/1985 08/16/1989 19961227 (ASCII format)
Comment:	If student exits and returns, use most recent referral date.
Verified:	<ul style="list-style-type: none"> Entry must be valid date or error will result. An entry is required for students with a referral date of July 01, 2006 or later. Data may be entered for students with a referral data prior to July 01, 2006; otherwise it may be left blank.

Notes:

A-23 REFR_BY (Person initiating student referral to assess and determine eligibility for special education services, for ages 0-22)	
Definition:	It is the person initiating student referral for assessment and to determine eligibility for special education services.
Purpose:	To comply with the requirements of the Federal Law 20 U.S.C. 1416(a)(3)(B). 20 USC 1412 (a)(10)(A)(i)(V)
Valid Format, Examples and Code Location:	CC (2 character code) 10 Parent See code list in Appendix A.
Verified:	Entry must be valid code for this field or error will result.

Notes:

A-24 PRNT_CSNT (Date district received parent consent for initial evaluation)	
Definition:	It is the date the district/school received parent consent for initial evaluation eligibility for special education services.
Purpose:	To comply with the requirements of the Federal Law 20 U.S.C. 1412(a)(10)(A)(i)(V) 20 U.S.C. 1416(a)(3)(B)
Format:	Date field, see Field A-13, BIRTHDATE MM/DD/CCYY (DBF format) CCYYMMDD (ASCII format)
Verified:	Entry must be valid date or error will result.

Notes:

A-25 INIT_EVAL (Date of IEP Team meeting to review initial evaluation and determine eligibility for special education services)	
Definition:	The date of the IEP team meeting to review initial evaluation and determine eligibility for special education services.
Purpose:	To comply with Federal Law 20 U.S.C. 1416(a)(3)(B) and 20 U.S.C. 1412(a)(10)(A)(i)(V)
Format:	Date field, see Field A-13, BIRTHDATE MM/DD/CCYY (DBF format) CCYYMMDD (ASCII format)
Comment:	If student exits and returns, use most recent initial evaluation date.
Verified:	Entry must be a valid date after the birth date, after the parent consent date, and before the last IEP date.

Notes:

A-26 PLAN TYPE (Type of education plan for special education services)	
Definition:	The type of plan by which the student is receiving special education services, individualized Education Plan (IEP), Individual Family Service Plan (IFSP), or an Individual Service Plan (ISP).
Purpose:	To identify students with disabilities who receive special education services under various plans.
Valid Format, Examples and Code Location:	CC (2-digit character code) 20 Individual Service Plan (ISP) 90 Not eligible for special education or related services See Appendix A for list of codes.
Verified:	Entry must be valid code for education plan or error will result.

Notes:

A-27 MIGRANT (Eligible for or is participating in the Migrant Program, PL 97-35)	
Definition:	Whether or not the student is eligible for participation or is participating in the migrant program. A student is eligible for migrant programs (Public Law 97-35) if the student is required to attend more than one district because the student's parents(s) move across the district or state lines to secure a livelihood in agriculture, fishing or any other occupation.
Purpose:	To identify the number of migrant program students who require special education services, and seek additional funding and services for them.
Valid Format and Codes:	C (1 character code) Y Yes, if eligible for, or is participating in the Migrant Program N No, if not eligible
Comment:	This field must have an entry.
Verified:	An entry other than a 'Y' or 'N' will result in an error.

Notes:

A-28 RESID STAT (Student's residential status)	
Definition:	This is the student's living or home status. The student must be identified using one of the residential status categories.
Purpose:	To identify students with different residential background; to identify students in licensed children's institutions (LCIs) and foster family homes (FFH) for funding purposes; and to identify students with other residential situations which have funding implications.

Valid Format, Examples, and Code Location:	<p>CC (2-digit character code)</p> <p>10 Parent or Legal Guardian</p> <p>30 Foster Family Home</p> <p>60 Incarcerated Institution</p> <p>See Appendix A for the definition of each residential status category.</p>
Comment:	<ul style="list-style-type: none"> Make sure that the student is correctly identified under appropriate residential category. An incorrect code could result in loss of or reduced funding. Use CODE 90 for adult/ emancipated student living on own.
Verified:	<ul style="list-style-type: none"> The entry in this field must be one of the residential status codes, otherwise it will result in an error. Code '71' (State hospital) and code '72' (Developmental center) are for students reported by the California Department of Developmental Services.

Notes:

A-29 ENTRY_DATE (Date student first entered special education)	
Definition:	<p>Based on information available from school records or parent statement, it is the date when the student first entered special education. It is also defined as the date when the student first received special education services, including infant services provided through an IFSP if applicable.</p> <p>If the student had entered the program, left, and then came back several times, use the date of the first entry to special education in this field.</p>
Purpose:	To learn how long a student stays in special education programs, to research and explore if the length of stay in special education is associated with other demographic and program variables.
Format:	<p>Date field, see Field A-13, BIRTHDATE</p> <p>MM/DD/CCYY (DBF format)</p> <p>CCYYMMDD (ASCII format)</p>
Comment:	<p>If this date is not known or not available, please use the best approximate date.</p> <p>IMPORTANT! Once this date is identified, it must be treated as a constant (such as birth date). Even if the student moves from one SELPA or district to another, or moves between special and regular education programs, the date must remain the same.</p>
Verified:	<ul style="list-style-type: none"> If this field is left blank, it will result in an error. If the ENTRY_DATE is a future date, the record will not be extracted. If the entry date is before BIRTHDATE (Field A-13 BIRTHDATE) or after the report date (Field A-1 REPT_DATE), it will result in error.

Notes:

A-30 LAST_IEP (Date of student's last complete IEP meeting)	
Definition:	It is the date when the last IEP, IFSP, or ISP, (if the student is placed in a private school by a parent) meeting was held for the student. It can be the student's latest annual or triennial review of the IEP. All data on a student record shall be obtained from the IEP/IFSP/ISP document resulting from this meeting. In absence of an IEP date, this date may also be the last placement date.
Purpose:	To determine the length of time the student has been in the current program, to research and analyze historical profiles of students with common characteristics using past years' data.
Format:	Date field, see Field A-13, BIRTHDATE MM/DD/CCYY (DBF format) CCYYMMDD (ASCII format)
Comment:	The entry in this field must be a past date.
Verified:	<ul style="list-style-type: none"> • If this field is left blank, it will result in an error. • If the last IEP date is before birth date (Field A-13, BIRTHDATE), it will result in an error. • For the End-of-Year report, if the LAST_IEP (Field A-30) date is after the REPT_DATE (Field A-1) date; it will result in an error. • For the End-of-Year report, if the LAST_IEP date is after EXIT_DATE (Field A-50) and if EXIT_RESON (Field A-51) code is '71' '72' '73' '77' or '81' it will result in an error. • If the entry in this field is more than one year before the REPT_DATE (Field A-1), it will result in a warning.

Notes:

A-31 LAST_EVAL (Date of the latest determination of initial or continued eligibility for special education)	
Definition:	<p>For determination of initial eligibility in special education, the date in this field shall be the date of the determination of eligibility, which in most or all cases will be the initial IEP/IFSP team meeting date.</p> <p>For determination of continued eligibility in special education, the date in this field shall be the date of such determination of continued eligibility, which in most or all cases will be an IEP team meeting date. This determination, also known as a triennial review, shall be made at least once every three years and more frequently if warranted or if requested by the student's parents or teacher.</p> <p>Notwithstanding certain procedural requirements, the members of the IEP team may determine continued eligibility without a meeting. In such cases, the date in this field shall be the date when the members of the IEP team reached agreement on continued eligibility. The members of the IEP team are not required to hold a meeting to determine continued eligibility if <u>all</u> of the following are true:</p> <ul style="list-style-type: none"> • The members of the IEP team have previously agreed that

	<p>determination of continued eligibility is to be based upon a summary of existing data,</p> <ul style="list-style-type: none"> • No new assessment has been conducted, • The determination of continued eligibility is not expected to result in any changes to the student's existing IEP, and • The student's parents have not requested an IEP team meeting for the purpose of determining continued eligibility.
Purpose:	To monitor three-year re-evaluation of students with disabilities as per the federal requirements under IDEA.
Format:	<p>Date field, see Field A-13, BIRTHDATE.</p> <p>MM/DD/CCYY (DBF format) CCYYMMDD (ASCII format)</p>
Comment:	The entry in this field must be a prior date.
Verified:	<ul style="list-style-type: none"> • If the field is left blank, it will result in an error. • If the date of last evaluation is before birth date (Field A-13, BIRTHDATE), it will result in an error. • For the End-of-Year report, if the last evaluation date is after the reporting date (REPT_DATE, Field A-1), it will result in an error. • If the entry in this field is more than three years prior to the REPT_DATE, (Field A-1) it will result in a warning.

Notes:

A-32 DISABIL1 (Primary disability category of student)

Definition:	It is the main disability of the student contributing to his/her eligibility for special education and related services. If a student has more than one type of disability, the student shall be reported under Multiple Disabilities (see comment below for exception).
Purpose:	To identify and report special education students under appropriate disability category according to the federal and state laws; to comply with the federal laws and to receive federal funds; to collect data according to the state laws and to appropriate state funds for the local agencies; and to implement court orders on Diana and Larry P.
Valid Format, Examples, and Code Location:	<p>CCC (3-digit character code)</p> <p>210 Mental Retardation (MR) 260 Emotional Disturbance (ED) 290 Specific Learning Disability (SLD)</p> <p>See Appendix A for codes of disability categories and definitions of these categories.</p>
Comment:	For students with multiple-disabilities (MD), and one or more of the disabilities is one of the low-incidence disabilities (Hard of Hearing, Deafness, Deaf-Blind, Orthopedic impairment, or Visual impairment), SELPAs should indicate MD in DISABIL1 and the most prominent low-incidence disability in DISABIL2.

Verified:	The entry in this field must be according to the codes under this field, otherwise it will result in an error.
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Notes:

A-33 DISABILIT2 (A second disability category of student, if any)

Definition:	An additional disability of the student (if any) contributing to his/her eligibility for special education and related services. If a student has more than one type of disability, the student shall be reported under Multiple Disabilities in Field A-32 DISABILIT1 (see comment below for exception).
Purpose:	To identify and report special education students under appropriate disability category according to the federal and state laws; to comply with the federal laws and to receive federal funds; to collect data according to the state laws and to appropriate state funds for the local agencies; and to implement court orders on Diana and Larry P.
Valid Format, Examples, and Code Location:	CCC (3-digit character code) 200 None 260 Emotional Disturbance (ED) 290 Specific Learning Disability (SLD) See Appendix A for codes of disability categories and definitions of these categories.
Comment:	See comment for Field A-32, DISABILIT1.
Verified:	The entry in this field must be according to the codes under this field, otherwise it will result in an error.

Notes:

A-34 SOLE LOW (Solely low incidence disability, for ages infants 0-2 only)

Definition:	Identification of an infant (ages 0-2) who has a solely low-incidence disability (HH, DEAF, VI, OI, and DB).
Purpose:	To comply with the requirements of Part C under IDEA.
Valid Format and Codes:	C (1 character code) Y The infant has a solely low-incidence disability. N The infant does not have solely low-incidence disability.
Comment:	This field may have an entry ONLY if the field DISABILIT1, (Field A-32) has one of the five low-incidence disability codes (220, 230, 250, 270 or 300), otherwise the field MUST be left blank.
Verified:	<ul style="list-style-type: none"> If the entry in this field is not one of the codes under this field, it will result in an error. If the entry in this field is 'Y' or 'N' and if the entry in the Field-32, DISABILIT1, is not one of the low-incidence disability codes (220, 230, 250, 270 or 300), it will result in an error.

Notes:

A-35 INFANT SET (Program setting for infant service, for infants ages 0-2 only)

Definition:	It is the program setting in which the infant, age group 0-2 only, is receiving or has received special education and related services according to the infant's IFSP.
Purpose:	To comply with the state and federal laws in operating programs under the Individuals with Disabilities Education Act (IDEA); to comply with the reporting requirements and to obtain funds; and to identify and research in the change of placement status of infants over time.
Valid Format, and Codes:	CC (2-digit character code) 21 Designated Instruction and Services (DIS) 22 Resource Specialist Program (RSP) 23 Special Day Class (SDC)
Comment:	The entry in this field is for ages 0-2 only. It may be left blank if the student is older than 3 years as of the reporting date.
Verified:	The entry in this field must be one of the valid codes, or an error will result.

Notes:

A-36 FEDSET INF (Federal Program setting for infant services, for ages 0-2 only)

Definition:	It is the program setting in which the student, age group 0-2 only, is receiving or has received special education and related services according to the student's ISP.
Purpose:	To comply with the state and federal laws in operating programs under the Individuals with Disabilities Education Act (IDEA); to comply with the reporting requirements and to obtain funds; and to identify and research in the change of placement status of preschoolers over a period of time.
Valid Format, Examples, and Code Location:	CCC (3-digit character code) 100 Home 200 Community based setting 900 Other setting See Appendix A for definitions of infant program settings.
Comment:	<ul style="list-style-type: none"> The entry in this field is for ages 0-2 only. It may be left blank if the student is older than three years as of the reporting date. For students who are three years of age or older, the field may contain the latest infant setting program data when the student was still in the infant program or just before the student turned three.
Verified:	An entry in this field must be one of the valid codes under this field for students of age 0-2; otherwise it will result in an error.

Notes:

A-37 FEDSET_PRS (Federal Program setting for preschool services, ages 3-5 only)

Definition:	It is the program setting in which the student, age group 3-5 only, is receiving or has received special education and related services according to the student's IEP. This may include children five years of age and in kindergarten programs.
Purpose:	To comply with the state and federal laws in operating programs under the Individuals with Disabilities Education Act (IDEA 2004); to comply with the reporting requirements and to obtain funds; and to identify and research in the change of placement status of preschoolers over a period of time. 20 U.S.C. 1418(a)(1)(A)(ii), 1418(a)(1)(A)(iii), and 1418(a)(3)
Valid Format, Examples and Code Location:	CCC (3-digit character code) 450 Separate school 470 Home 475 Service provider location See Appendix A for definitions of preschool program settings.
Comment:	<ul style="list-style-type: none"> It may be left blank if the student is older than five years as of the reporting date. For students who are six years of age or older, the field may contain the latest preschool program setting data when the student was still in the preschool program or just before the student turned six.
Verified:	An entry in this field must be one of the valid codes under this field for students of age 3-5, otherwise it will result in an error.

Notes:

A-38 FEDSET_SCH (Federal Program setting for school age children, ages 6-22 only)

Definition:	It is the program setting in which the student, age group 6-22 only, is receiving or has received special education and related services according to the student's IEP.
Purpose:	To comply with the state and federal laws in operating programs under the Individuals with Disabilities Education Act (IDEA 2004), U.S.C.; to comply with the reporting requirements and to obtain funds; and to identify and research in the change of placement status of preschoolers over a period of time. 20 U.S.C. 1418(a)(1)(A)(ii), 1418(a)(1)(A)(iii), and 1418(a)(3)
Valid Format, Examples and Code Location:	CCC (3-digit character code) 400 Regular classroom 450 Separate school 470 Homebound/hospital See Appendix A for definitions of school program settings.

Comment:	It may be left blank if the student is younger than six years as of the reporting date.
Verified:	An entry in this field must be one of the valid codes under this field for students of ages 6-21; otherwise it will result in an error.

Notes:

A-39 IN_REGCLS (Percentage of time the student is inside general education_during the school day, for ages 3-22)

Definition:	<p>It is the amount of instructional time (expressed in percentage) a student spends inside the general education classroom or general education environment. To calculate the percentage of time inside the general education classroom or environment, divide the number of hours the student spends inside the regular classroom (th) by the total number of hours in the school day (sd). Multiply the result by 100.</p> <p>$IN_REGCLS = th/sd \times 100.$</p> <p><u>For Preschool students</u> (ages3-5) use the following: The numerator for this calculation is the amount of time per week the child spends in a regular early childhood program. The denominator for this calculation is the total number of hours the spends in early childhood program PLUS any time the child spent receiving special education and related services outside of a regular early childhood program. The result is multiplied by 100.</p> <p>Non-classroom activities, such as cooperative work experiences, are counted as regular classroom if non-disabled students also participate.</p>
Purpose:	<p>To determine the extent the student is participating in the regular education environment; to determine if the programs are effective in promoting integration; to observe over a period of time if the student is moving toward a less restrictive environment; and to comply with the federal reporting requirements.</p> <p>20 U.S.C. 1418(a)(1)(A)(ii), 1418(a)(1)(A)(iii), and 1418(a)(3)</p>
Valid Format and Examples:	<p>CCC (3-digit character)</p> <p>000 045 100</p>
Comment:	Do not use the amount of time in transportation as general education time to calculate the percentage.
Verified:	The entry in this field must be 000-100. Any other value will result in an error.

Notes:

A-40 GRADE (Student's grade level)

Definition:	Student's grade level placement or equivalency. The student must be identified using one of the grades listed under this field.
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Purpose:	To determine the student's grade level; to identify preschool and kindergarten children for funding purposes; to research and examine the relationship between age and grade using various program criteria.
Valid Format, Examples, and Code Location:	CC (2-digit character code) 01 First Grade 02 Second Grade 18 Kindergarten See Appendix A for valid grade levels list.
Comment:	If the grade of a student is not one of the categories listed under this field, use the one that most closely reflect the actual grade, or use the category, Ungraded.
Verified:	<ul style="list-style-type: none"> The entry in this field must be one of the codes under <i>GRADE</i>, otherwise, it will result in an error. If the age of a student in a particular grade is less than two years of normal age for that grade, it will result in an error. If the age of a student in a particular grade is more than four years of normal age for that grade, it will result in an error.

Notes:

A-41 TRAN_GOAL1 (A post-secondary transition service goal in which the student is participating or has participated during the school year)

Definition:	For students 15 years and older (younger if appropriate), a post-secondary transition service goal in which the student is participating or has participated during the school year.
Purpose:	To comply with the requirements under 20 U.S.C. 1414 (d) (1) (A) (i)(VIII) (aa), 1416 (a)(3)(B)
Valid Format, Examples, and Code Location:	CCC (3-digit character code) 200 Training 400 Employment See Appendix A for valid transition goals list.
Verified:	An entry other than the listed codes, will result in an error

Notes:

A-42 TRAN_GOAL2 (A second post-secondary transition service goal (if any) in which the student is participating or has participated during the school year)

Definition:	For students 15 years and older (younger if appropriate), a secondary transition service goal in which the student is participating or has participated during the school year.
Purpose:	To comply with the requirements under 20 U.S.C. 1414 (d) (1) (A) (i)(VIII) (aa), 1416 (a)(3)(B)

Valid Format, Examples and Code Location:	CCC (3-byte character code) 200 Training 400 Employment See Appendix A for valid transition goals list.
Verified:	An entry other than the listed codes, will result in an error

Notes:

A-43 TRAN_GOAL3 (A third post-secondary transition service goal (if any) in which the student is participating or has participated during the school year)

Definition:	For students 15 years and older (younger if appropriate), a post-secondary transition service goal in which the student is participating or has participated during the school year.
Purpose:	To comply with the requirements under 20 U.S.C. 1414 (d) (1) (A) (i)(VIII) (aa), 1416 (a)(3)(B)
Comment:	All remaining information is the same as Field A-42, TRAN_GOAL2

Notes:

A-44 TRAN_GOAL4 (A fourth post-secondary transition service goal (if any) in which the student is participating or has participated during the school year)

Definition:	For students 15 years and older (younger if appropriate), a post-secondary transition service goal in which the student is participating or has participated during the school year.
Purpose:	To comply with the requirements under 20 U.S.C. 1414 (d) (1) (A) (i)(VIII) (aa), 1416 (a)(3)(B)
Comment:	All remaining information is the same as Field A-42, TRAN_GOAL2

Notes:

A-45 MHS_ELIGIB (Student is currently eligible for mental health services (MHS) under *Government Code 26.5*)

Definition:	If student records, including the IEP, verify eligibility for mental health services under <i>Government Code 26.5</i> as established by the county mental health (CMH).
Purpose:	To comply with <i>Government Code 26.5</i> Federal Regulations
Valid Format and Codes:	C (1 character code) Y Yes, If currently eligible for MHS N No, If not currently eligible MHS
Verified:	An entry other than a 'Y' or 'N', will result in an error

Notes:

A-46 MHS_LANG (If mental health language is included in the IEP under *Government Code 26.5*)

Definition:	If county mental health services are documented on the IEP. If CMH services under <i>Government Code 26.5</i> or AB 3632 are included in the IEP
Purpose:	To comply with <i>Government Code 26.5</i> Federal Regulations
Valid Format and Codes:	C (1 character code) Y Yes, if CMH services language is included in the IEP N No, if CMH services language is not included in the IEP
Verified:	An entry other than a 'Y' or 'N' will result in an error.

Notes:

A-47 SPEC_TRANS (Special transportation needed by student according to the IEP)

Definition:	If the student requires special transportation arrangements to participate in special education services
Purpose:	To identify and research the nature of special education or related service the students are receiving
Valid Format and Codes:	C (1 character code) Y Yes, if special transportation is required N No, if special transportation is not required
Verified:	An entry other than a 'Y' or 'N' will result in an error.

Notes:

Assessment Data

A-48 PARTICIP (Student level of participation in the statewide assessment program, STAR, and California High School Exit Exam (CAHSEE) as indicated in the IEP)

Definition:	Student's status of participation in the STAR during the school year and the CAHSEE as appropriate. This refers to the test designed by the State Board of Education pursuant to <i>EC 60640(b)</i> . This includes students who are: (1) in grades 2-11 for STAR, California Standard Test, California Achievement Test-Sixth Edition or grades 10-12 for CAHSEE OR (2) age 7-16 and grade code is "ungraded" or age 15 and older and grade code is "ungraded" for CAHSEE.
Purpose:	To comply with the requirements under IDEA.

Valid Format, Examples, and Code Location:	<p>CC (2-digit character code)</p> <p>To participate in the CST and CAT-6:</p> <p>10 Without testing accommodations</p> <p>11 With testing accommodations</p> <p>30 To participate in California Alternate Performance Assessment (CAPA)</p> <p>See Appendix A for the valid Participation codes.</p>
Comment:	<ul style="list-style-type: none"> Students with severe or profound disabilities, who cannot participate in STAR even with accommodations, shall participate in the CAPA. Students, who can participate in STAR, are not eligible for the CAPA. If the student did not participate in STAR and is not eligible for the CAPA, this decision should be reflected in code "90."
Verified:	The entry in this field must be one of the codes on the list; otherwise, it will result in an error.

Notes:

A-49 GRAD_PLAN (Graduation plan for student as indicated in the IEP, grade eight and higher)

Definition:	
Purpose:	
Valid Format and Codes:	<p>CC (2-digit character code).</p> <p>10 To participate in high school curriculum leading to a diploma.</p> <p>20 To participate in high school curriculum leading to a certificate of completion or other than a diploma.</p>
Comment:	This field must be completed for students in grade eight or higher, or PLAN_TYPE (A-26) is code 20 (ISP). The field shall be left blank otherwise.
Verified:	There must be a graduation plan entry for students in grade eight or higher, other wise an error will result.

Notes:

Exit Data

A-50 EXIT_DATE (Date student exited special education program or from SELPA)

Definition:	<p>It is the date the student left the special education program operated by the SELPA. It is also defined as the last date the student received special education services. It may also be the date when a student leaves the SELPA. It does NOT include graduating from eighth grade.</p> <p>Note: This must be not a projected date.</p>
Purpose:	To identify and research how long a student stays in special education program; how long a student stays in a particular SELPA; and to comply with the federal reporting requirements.

Valid Format:	Date field, see the format for Field A-13, BIRTHDATE. MM/DD/CCYY (DBF format) CCYYMMDD (ASCII format)
Comment:	<ul style="list-style-type: none"> This field must be completed if a student is no longer receiving services or has left the SELPA. The field shall be left blank otherwise. Note that when a student exits special education programs or the SELPA, the age of that student is calculated as of the exit date, although the exit reports are generated at the end of the school year.
Verified:	<ul style="list-style-type: none"> For the December student data reports, this field must be blank or a date prior to REPT_DATE (Field A-1), otherwise, it will result in an error. If the entry in this field is not blank and before the entry date (Field A-29, ENTRY_DATE), it will result in an error.

Notes:

A-51 EXIT_REASON (Reason for exiting special education program from SELPA)	
Definition:	It is the reason for leaving or exiting the special education program from the SELPA. It is also the reason for a student leaving the SELPA.
Purpose:	To identify and research the reasons for leaving special education programs, to comply with the federal reporting requirements.
Valid Format, Examples, and Code Location:	<p>CC (2-digit character code).</p> <p>70 Returned to regular education or no longer eligible for special education or successful completion of IEP/IFSP/ISP</p> <p>71 Graduated from high school with diploma</p> <p>81 Received high school completion/achievement certificate through general education development (GED) or requirements of EC 56390</p> <p>See Appendix A for the list of codes and definition of each exit reason.</p>
Comment:	The field must be completed if Field A-50 (EXIT_DATE) is completed. Make sure the code reflects the most appropriate reason for exiting special education.
Verified:	<ul style="list-style-type: none"> This field is verified only for the end-of-year reports. The entry in this field must be one of the codes for exit reasons, otherwise it will result in an error. If the entry in this field is '71' or '72' or '81' and the age (calculated as of the EXIT_DATE) is less than 16, it will result in an error. If the entry in this field is '73' and the age (calculated as of the EXIT_DATE) is less than 21, it will result in an error.

Notes:

TABLE B: STUDENT SERVICES DATA

The following matrix provides structural and reference information concerning Table B. Next is the Field Detail section that provides additional information concerning each field.

Figure 1- Student Services Data Table B Field Matrix

Table & Field #	Field Name	Type of Data	Length	Field is Verified	New or Revised	Location of Valid Codes
B-1	REPT_DATE	Date	8	Yes	No	Not applicable
B-2	SELPA_CODE	Character	4	Yes	No	Appendix A
B-3	STUDENT_ID	Character	16	Yes	No	Not applicable
B-4	SSID	Character	10	No	No	Issued by CSIS
B-5	SERVICE	Character	3	Yes	Yes	Appendix A
B-6	PROVIDER	Character	3	Yes	Yes	Appendix A
B-7	LOCATION	Character	3	Yes	Yes	Appendix A
B-8	FREQUENCY	Character	2	Yes	Yes	Appendix A
B-9	DURATION	Character	4	Yes	Yes	Not applicable

Table B Field Detail

Report Identification

B-1 REPT_DATE (Report Date)

Definition:	This is the reporting date of the student level data. This date is an implied certification that all data on the student record are accurate as of this date.
Purpose:	<p>To identify and document the date of the student record, and to comply with the December and end-of-year pupil count certification.</p> <p>This date is used for calculating age of a student for the December and end-of-year student data reports.</p>
Valid Format and Dates:	<p>Date field, see Field A-1, REPT_DATE</p> <p>MM/DD/CCYY (DBF format) CCYYMMDD (ASCII format)</p> <p>12/01/2006 December 1, 2006 Report 06/30/2007 2006-07 End-of-Year Report</p>
Comment:	<ul style="list-style-type: none"> This field is to identify the status of a student on a particular date, and to use it as a reference point in order to establish an historical profile of the student using several files over a period of time. If you use the CASEMIS system to copy records from a master file for any of the reports, you do not need to complete this field with data. The system will write the correct reporting date in this field as it copies qualifying records into a new file.
Verified:	This field is verified for the correct reporting date according to the reporting requirements. If this field has a different date or is blank, the verification will result in an error message.

Notes:

LEA Identification

B-2 SELPA_CODE (SELPA or state-operated program (SOP) reporting data)	
Definition:	This is the four-digit code to identify the SELPA or SOP providing services to the student and reporting data
Purpose:	To identify the administrative unit under which a student receives special education and related services, and through which agency the funding for special education is allocated.
Valid Format, Examples, and Code Location:	<p>CCCC (4-digit character code)</p> <p>1700 Lake County SELPA 3020 West Orange County SELPA</p> <p>See Appendix A for a complete list of SELPA codes.</p>
Comment:	These codes uniquely identify each SELPA/SOP and the corresponding administrative unit, following the statewide CDS coding system and the special education program and funding structure. This system provides sufficient flexibility to incorporate any future changes in the SELPA structure.
Verified:	If this field is left blank or if the entry in this field is not a valid SELPA code, it will result in an error.

Notes:

Student Demographics

B-3 STUDENT_ID (Student identifier)	
Definition:	A unique identification code assigned by the SELPA/SOP to each student it serves and reports. This may be a number, a set of letters, or a combination of numbers and letters. Student's social security number may be used. The identifier may include trailing or preceding blanks but no special characters.
Purpose:	To identify each student record uniquely within a SELPA and to insure unduplicated count of children as required by the law.
Valid Format and Examples:	<p>CCCCCCCCCCCCCCCC (16 characters)</p> <p>123456789ABCDEFGH ABCDEFGHI RWS670821</p>
Comment:	<p>Use social security number or any combination of alphanumeric characters currently used by SELPA or the local education agency. No two records shall have the same student identifier code within a SELPA. The SELPA may choose any method to determine a unique identification system within the SELPA.</p> <p>Note: The SELPA/SOP shall use the same student identifier code for a particular student in all reporting cycles and from year to year.</p>

Verified:	<ul style="list-style-type: none"> • If this field is left blank, it will result in an error. • If the <i>STUDENT_ID</i> is the same for another record within a SELPA, it will result in an error.
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Notes:

B-4 SSID (Statewide Student Identifier, SSID, Code)	
Definition:	CDE unique Student Identifier issued by local districts
Purpose:	To coordinate Special Education data with General Education data statewide
Format:	CCCCCCCCCC 10 characters
Comment:	This entry must only be the CDE assigned SSID student identifier. Same as A-11, SSID.
Verified:	None

Notes:

Special Education/Related Services

B-5 SERVICE (A special education service received by the student or infant)	
Definition:	The SERVICE or related service received by the student, regardless of which agency pays for the service. This may be a service provided by the SELPA as well as by any other agency such as, Mental Health.
Purpose:	To identify and research the nature of special education or related service the student received
Valid Format, Examples, and Code Location:	CCC (3-digit character code) 270 Respite care services 610 Specialized services for low incidence disabilities 890 Other transition service See SERVICE codes under this field in Appendix A.
Comment:	If a service received by the student is not in the list of codes, use a code that represents the service as close as possible.
Verified:	The entry in this field must be one of the service codes; otherwise, it will result in an error.

Notes:

B-6 PROVIDER (The service provider of Field B-5, SERVICE)	
Definition:	The provider of the infant, (ages 0-2) and mental health services in Field B-5, SERVICE, if any.
Purpose:	To comply with State and Federal IDEA reporting requirements
Valid Format, Examples, and Code Location:	CCC (3-digit character code) 110 County office of education 200 Workability 320 Department of Social Services See Appendix A for the list of providers and codes.

Verified:	The entry in this field must be one of the PROVIDER codes; otherwise, it will result in an error.
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Notes:

B7 LOCATION (Location where the student receives the SERVICE in Field B-5 (All Services))

Definition:	The physical location where the service in B-5 is delivered.
Purpose:	To assist completing local plan requirements
Valid Format, Examples, and Code Location:	CCC (3-digit character code) 220 Hospital 340 Private preschool 640 Community school Barbara McDonald See Appendix A for a list of locations and codes.
Verified:	The entry in this field must be one of the LOCATION codes or blank; otherwise, it will result in an error.

Notes:

B-8 FREQUENCY (Occurrence of infant and/or mental health service in Field B-5 is delivered)

Definition:	It is the frequency of receiving the early intervention service or mental health service.
Purpose:	To comply with the requirements of IDEA 2004 and AB 3632
Valid Format, Examples, and Code Location:	CC (2-digit character code) 10 Daily (one or more times a day) 30 Monthly (one or more times a month) 40 Yearly (one or more times a year) See Appendix A for list of frequency codes.
Verified:	The entry in this field must be one of the codes for non-infants or students receiving mental health services, otherwise, it will result in an error.

Notes:

B-9 DURATION (Number of minutes per session (day/week/month/year, as per Field B-8 FREQUENCY, for infants and mental health services only))

Definition:	The amount of time the infant or student receiving mental health services spent in each session, expressed in minutes.
Purpose:	To comply with the requirements under IDEA and AB 3632.
Valid Format and Examples:	CCCC (4-digit character code). 0030 0120 0480

Verified:	<ul style="list-style-type: none"> • If this field is left blank, it will result in an error. • If the value of the entry in this field is less than 10, it will result in an Error.
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Notes:

TABLE C: DISCIPLINE (SUSPENSION/EXPULSION) DATA TABLE (END-OF-YEAR)

The following matrix provides structural and reference information concerning Table C. Next is the 'Field Detail' section that provides additional information concerning each field.

Figure 1- Discipline (Suspension/Expulsion) Data Table C Field Matrix

Table & Field #	Field Name	Type of Data	Length	Is the field Verified?	New or Revised	Location of Valid Codes
C-1	REPT_DATE	Date	8	Yes	No	Not applicable
C-2	SELPA_CODE	Character	4	Yes	No	Appendix A
C-3	STUDENT_ID	Character	16	No	No	Not applicable
C-4	SSID	Character	10	No	No	Issued by CSIS
C-5	DSPL_DATE	Date	8	Yes	No	Not applicable
C-6	DSPL_TYPE	Character	2	Yes	Yes	Not applicable
C-7	DSPL_BY	Character	2	Yes	No	Appendix A
C-8	DSPL_DAYS	Character	3	Yes	No	Not applicable
C-9	REASON1	Character	2	Yes	No	Appendix A
C-10	REASON2	Character	2	Yes	No	Appendix A
C-11	REASON3	Character	2	Yes	No	Appendix A
C-12	DSPL_STAT	Character	2	Yes	Yes	Appendix A

Table C Field Detail

Report Identification

C-1 REPT_DATE (Report Date)	
Definition:	This is the reporting date of the student level data. This date is an implied certification that all data on the student record are accurate as of this date.
Purpose:	<p>To identify and document the date of the student record, and to comply with the December and End-of-Year pupil count certification.</p> <p>This date is used for calculating age of a student for the December and End-of-Year student data reports.</p>

Valid Format and Dates	<p>Date field, see Field A-1, REPT_DATE</p> <p>MM/DD/CCYY (DBF format) CCYYMMDD (ASCII format)</p> <p>12/01/2006 December 1, 2006 Report 06/30/2007 2006-07 End-of-Year Report</p>
Comment:	<ul style="list-style-type: none"> • This field is to identify the status of a student on a particular date, and to use it as a reference point in order to establish an historical profile of the student using several files over a period of time. • If you use the CASEMIS system to copy records from a master file for any of the reports, you do not need to complete this field with data. • The system will write the correct reporting date in this field as it copies qualifying records into a new file.
Verified:	This field is verified for the correct reporting date according to the reporting requirements (see examples above). If this field has a different date or is blank, the verification will result in an error message.

Notes:

LEA Identification

C-2 SELPA_CODE (SELPA or state-operated program (SOP) reporting data)	
Definition:	This is the four-digit code to identify the SELPA or SOP providing services to the student and reporting data.
Purpose:	To identify the administrative unit under which a student receives special education and related services, and through which agency the funding for special education is allocated.
Valid Format, Examples, and Code Location:	<p>CCCC (4-digit character code) (see Field A-2, SELPA_CODE)</p> <p>1700 Lake County SELPA 3020 West Orange County SELPA</p> <p>See Appendix A for a list of SELPA codes.</p>
Comment:	These codes uniquely identify each SELPA/SOP and the corresponding administrative unit, following the statewide CDS coding system and the special education program and funding structure. This system provides sufficient flexibility to incorporate any future changes in the SELPA structure.
Verified:	If this field is left blank or if the entry in this field is not a valid SELPA code it will result in an error.

Notes:

Student Demographics

C-3 STUDENT_ID (Student identifier)

Definition:	A unique identification assigned by the SELPA/SOP to each student it serves and reports. This may be a number, a set of letters, or a combination of numbers and letters. Student's social security number may be used. The identification code may include trailing or preceding blanks but no special characters.
Purpose:	To identify each student record uniquely within a SELPA and to insure unduplicated count of children as required by the law.
Valid Format and Examples:	CCCCCCCCCCCCCCCC (16 characters) 123456789ABCDEFGH ABCDEFGHI RWS670821
Comment:	Use social security number or any combination of alphanumeric characters currently used by SELPA or the local education agency. No two records shall have the same student identification code within a SELPA. The SELPA may choose any method to determine a unique identification system within the SELPA. Note: The SELPA/SOP shall use the same student identification code for a particular student in all reporting cycles and from year to year.
Verified:	<ul style="list-style-type: none"> • If this field is left blank, it will result in an error. • If the STUDENT_ID is the same for another record within a SELPA, it will result in an error.

Notes:

C-4 SSID (Statewide Student Identifier, SSID, Code)

Definition:	CDE unique Student Identifier issued by local districts participating in the California School Information Service system.
Purpose:	To coordinate Special Education data with General Education data statewide
Format:	CCCCCCCCCCC (10 characters)
Comment:	This entry must only be the unique student identifier assigned in accordance with CSIS established standards, SSID student number.

Notes:

Discipline Data

C-5 DSPL_DATE (Date of the disciplinary action)

Definition:	It is the date when the student was suspended or expelled.
Purpose:	To comply with the reporting requirements under IDEA.

Format and Examples	Date field (see Field A-13, BIRTHDATE) MM/DD/CCYY (DBF format) CCYYMMDD (ASCII format) 12/01/2006 December 1, 2006 Report 06/30/2007 2006-07 End-of-Year Report
Verified:	The field will be verified for a valid date; otherwise, it will result in an error.

Notes:

C-6 DSPL_TYPE (Type of the disciplinary action)

Definition:	It is to determine whether the disciplinary action is a suspension or expulsion.
Purpose:	To comply with the reporting requirements under IDEA.
Valid Format and Codes:	CC (2-digit character code) 10 In-school suspension 30 Expulsion
Verified:	The field will be verified for a valid code on the list; otherwise, it will result in an error.

Notes:

C-7 DSPL_BY (The authority that made the decision on disciplinary action)

Definition:	The authority that made the decision on disciplinary action.
Purpose:	To comply with federal regulations.
Valid Format, Examples, and Code Location:	CC (2-digit character code). 10 School or district personnel 20 Court order See Appendix A for Disciplined By codes.
Verified:	The field will be verified for a valid date; otherwise, it will result in an error.

Notes:

C-8 DSPL_DAYS (Number of days the disciplinary action is effective)

Definition:	It is the number of days for which the student is suspended or expelled from school as a result of the disciplinary action. The value of the entry in this field must be a number from 1 to 365 days.
Purpose:	To comply with the reporting requirements under IDEA.
Valid Format and Examples:	CCC (3-digit character code) 005 014 110
Comment:	<ul style="list-style-type: none"> If the suspension is for less than a full day, enter one day. The entry in this field must be integers and right justified; including leading zeros as needed.

Verified:	The field will be verified for a valid entry; otherwise, it will result in an error.
Notes:	

C-9 REASON1 (Primary reason for the disciplinary action)

Definition:	It is the primary reason for which the student is suspended or expelled from school.
Purpose:	To comply with the reporting requirements under IDEA.
Valid Format, Examples, and Code Location:	CC (2-digit character code) 10 Possessing, selling or furnishing a firearm (EC 48915(c)(1)) 30 Caused, attempted to cause, or threatened serious physical injury to another person (EC 48900(a)(1)) 52 Engaged in harassment, threats, or intimidation against a pupil or group of pupils (EC 48900.4) See Appendix A for the list of Discipline Reason codes.
Comment:	If the reason for disciplinary action is not on the list, use one that is close to one on the list.
Verified:	The field will be verified for a valid entry; otherwise, it will result in an error.
Notes:	

C-10 REASON2 (A **second** reason for the disciplinary action, if any)

Definition:	If there is a second reason for which the student is suspended or expelled from school; otherwise leave blank
Purpose:	To comply with the reporting requirements under IDEA.
Comment:	All remaining information is the same as Field C-9, REASON1

Notes:

C-11 REASON3 (A **third** reason for the disciplinary action, if any)

Definition:	If there is a second reason for which the student is suspended or expelled from school; otherwise leave blank
Purpose:	To comply with the reporting requirements under IDEA.
Comment:	All remaining information is the same as Field C-9, REASON1

Notes:

C-12 DSPL_STAT (Status of the student as a result of the disciplinary action)

Definition:	Status of the student as a result of the disciplinary action.
Purpose:	To comply with the reporting requirements under IDEA.
Valid Format, Examples, and Code Location:	CC (2-digit character code) 20 Sent home, without instructional support 40 Juvenile court school 50 Graduated See Appendix A for a list of Discipline Status codes.
Verified:	The entry in this field must be one of the codes on the list otherwise; it will result in an error.

Notes:

TABLE D: POST-SECONDARY FOLLOW-UP FROM 2005-06 (END-OF-YEAR ONLY)

The following matrix provides structural and reference information concerning Table D. Next is the 'Field Detail' section that provides additional information concerning each field.

Figure 1- Post-secondary Follow-up From 2005-06 Table D Field Matrix

Table & Field #	Field Name	Type of Data	Length	Is the field Verified?	New or Revised	Location of Valid Codes
D-1	REPT_DATE	Date	8	Yes	No	Field detail
D-2	SELPA_CODE	Character	4	Yes	No	Appendix A
D-3	DIST_SERV	Character	7	Yes	No	http://www.cde.ca.gov/ds/si/ds/
D-4	DIST_RESI	Character	7	Yes	No	http://www.cde.ca.gov/ds/si/ds/
D-5	SCH_CODE	Character	7	Yes	No	http://www.cde.ca.gov/ds/si/ds/
D-6	SCH_TYPE	Character	2	Yes	No	http://www.cde.ca.gov/ds/si/ds/
D-7	LAST_NAME	Character	15	Yes	No	Not applicable
D-8	FIRST_NAME	Character	15	Yes	No	Not applicable
D-9	STUDENT_ID	Character	16	Yes	No	Not applicable
D-10	SSID	Character	10	No	No	Issued by CSIS
D-11	SSN	Character	9	Yes	No	Not applicable
D-12	BIRTHDATE	Date	8	Yes	No	Not applicable
D-13	GENDER	Character	1	Yes	No	Field Definition
D-14	ETHNICITY1	Character	3	Yes	No	Appendix A
D-15	ETHNICITY2	Character	3	Yes	No	Appendix A
D-16	ETHNICITY3	Character	3	Yes	No	Appendix A
D-17	ETHNICITY4	Character	3	Yes	No	Appendix A
D-18	PST_SECPRG	Character	3	Yes	Yes	Appendix A
D-19	PST_SECEMP	Character	2	Yes	Yes	Field Detail

Table D Field Detail (End-of-Year Report Only)

Report Identification

D-1 REPT_DATE - Report Date

Definition:	This is the reporting date of the student level data. This date is an implied certification that all data on the student record are accurate as of this date.
Purpose:	To identify and document the date of the record, and to comply with the End-of-Year follow up certification.
Valid Format, Examples, and Code Location	Date field (see Field A-1, REPT_DATE) MM/DD/CCYY (DBF format) CCYYMMDD (ASCII format) 06/30/2007 2006-07 End-of-Year Report

Comment:	<p>This field is to identify the status of a former student on a particular date, and to use it as a reference point in an historical profile of the student using several files over a period of time.</p> <p>If you use the CASEMIS system to copy records from a master file for any of the reports, you do not need to complete this field with data. The system will write the correct reporting date in this field as it copies qualifying records into a new file.</p>
Verified:	This field is verified for the correct reporting date according to the reporting requirements (see examples above). If this field has a different date or is blank, the verification will result in an error message.

Notes:

LEA Identification

D-2 SELPA CODE SELPA or state-operated program (SOP) reporting data	
Definition:	This is the four-digit code to identify the SELPA or SOP that provided services to the student and reporting data (see Appendix A for a complete list of SELPA codes).
Purpose:	To identify the administrative unit under which a student received special education and related services, and through which agency the funding for special education was allocated.
Valid Format, Examples, and Code Location:	<p>CCCC (4-digit character code)</p> <p>1700 Lake County SELPA 3020 West Orange County SELPA 7200 California Department of Corrections and Rehabilitation – Division of Juvenile Justice</p>
Comment:	These codes uniquely identify each SELPA/SOP and the corresponding administrative unit, following the statewide CDS coding system and the special education program and funding structure. This system provides sufficient flexibility to incorporate any future changes in the SELPA structure.
Verified:	If this field is left blank or if the entry in this field is not a valid SELPA code (see Appendix A), it will result in an error.

Notes:

D-3 DIST_SERV (District, county office or state-operated program site that provided the majority of services and/or received funds)	
Definition:	District, county office of education or state-operated program (SOP) site that provided the majority of services to the student. This is a seven-digit code, of which the first two digits are the code of the county in which the district is located, followed by the five-digit district/site code. See <i>California Public School Directory</i> for correct code of the district or county office.
Purpose:	To identify the district or county office or SOP site that provided or accounted for the services and received funds.

Valid Format, Examples, and Code Location	<p>CCDDDDDD (7-digit county-district code) Use the 7-digit county-district code or state-operated program code from the <i>California Public School Directory</i>.</p> <p>1062166 Fresno Unified 4369393 Campbell Union Elementary 3033068 Fairview Developmental Center</p> <p>For valid codes visit the <i>California Public School Directory</i> located at http://www.cde.ca.gov/ds/si/ds/.</p>
Comment:	<p>Every year some districts change their administrative, organizational, or geographic configuration. Also, new districts are created to accommodate an increasing population. The Publications Office of the Department of Education documents these changes. Make sure that the code in this field is correct.</p> <p>Note: County schools office shall not be identified as "CC00000".</p>
Verified	An entry in this field must be a valid district code, otherwise it will result in an error.

Notes:

D-4 DIST_RES1 (District of Residence)

Definition:	<p>This is the CDE issued seven-digit county-district-school (CDS) code of which the first two digits are the code of the county in which the district is located, followed by the five-digit district/site code. This may include:</p> <ul style="list-style-type: none"> • The district where the student resided • The district where the parent lived • The district where the parent resided if the student was placed out-of-home district through IEP process • The district received student under inter-district transfer • The district or county office that authorized a charter school unless the charter school has a seven-digit district code • The district or county office, only for wards of the court if none of the above conditions applied.
Purpose:	To identify the district where the student resides in relation to the district that provides the services.
Valid Format Examples and Code Location:	<p>CCDDDDDD (7-Digits county-district code)</p> <p>See Field Detail for A-4, DIST_SERV, and the <i>California Public School Directory</i> for the correct format and codes of the district or county office at http://www.cde.ca.gov/ds/si/ds/.</p>
Comment:	See comments under Field A-4, DIST_SERV.
Verified	<ul style="list-style-type: none"> • An entry in this field must be a valid district code, otherwise it will result in an error. • If this field is left blank or if the entry in this field is not a valid district code, it will result in an error.

Notes:

D-5 SCH_CODE (Seven-digit code of the physical location of the school where the student was enrolled)	
Definition:	<p>This is the seven-digit code of the school where the student was enrolled in or received the majority of instructional services. For most students, that was a regular public school; but for many others, this may have been a nonpublic, private, parochial or other type of school.</p> <p>For a county-operated program located in a public school, this was the seven-digit school code of the public school, not the seven-digit school code for all county-operated programs.</p>
Purpose:	To identify the school and its location, where the student was enrolled and received the majority of instructions; to be able to identify a student at the instructional site; to be able to aggregate program data at the school level.
Valid Format, Examples, and Code Location:	<p>SSSSSSS (7-digit character code) Use the seven-digit school code from <i>California Public School Directory</i> or <i>California Private School Directory</i>.</p> <p>6059315 Leonardo da Vinci Magnet School 4530077 Mountain Lakes High School 5430020 Porterville Developmental Center</p> <p>See the <i>California Public School Directory</i> or <i>California Private School Directory</i> for correct school code at http://www.cde.ca.gov/ds/si/ds/.</p>
Comment:	If school code is not available, write the first seven characters of the name of the school of attendance.
Verified:	If this field is left blank, it will result in an error

Notes:

D-6 SCH_TYPE (Type of school where student received the majority of special education services)	
Definition:	This is the type of school where the student received special education services. For most students, this is the regular public school system, but for many others, this may have been a different educational setting.
Purpose:	To identify the type of school where the student received special education services
Valid Format, Examples, and Code Location:	<p>CC (2-digit character code)</p> <p>10 Public day school 30 Juvenile court school 65 Private preschool</p> <p>See Appendix A for a complete list of school type codes available.</p>
Comment:	This field should correspond to Field D-5 (<i>SCH_CODE</i>), as appropriate.

Verified:	<ul style="list-style-type: none"> • If this field is left blank, it will result in an error. • If the entry in this field is not a valid code, it will result in an error.
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Notes:

Student Demographics

D-7 LAST_NAME (Student's last name)

Definition:	Student's last name or family name as recorded in the IEP.
Purpose:	To identify each former student uniquely and to ensure unduplicated count of children as required by the law and to evaluate effectiveness of special education programs by following students through transition programs.
Valid Format and Examples:	CCCCCCCCCCCCCCCC 15 Characters BECKO-RELLER NGUYEN GARCIA
Comment:	This information should be taken from an official document (birth certificate, etc.).
Verified:	If this field is left blank, it will result in an error. If the name has any special characters (@, #, \$, *, etc.), it will result in an error.

Notes:

D-8 FIRST_NAME (Student's first name)

Definition:	Student's first name as recorded in the IEP
Purpose:	To identify each student uniquely and to ensure unduplicated count of children as required by the law and to evaluate effectiveness of special education programs by following students through transition programs.
Valid Format:	CCCCCCCCCCCCCCCC (15-byte character code)
Comment:	This information should be taken from an official document (birth certificate, etc.).
Verified:	If this field is left blank, it will result in an error. If the name has any special characters (@, #, \$, *, etc.), it will result in an error.

Notes:

D-9 STUDENT_ID (Student identification code)

Definition:	A unique identification code assigned by the SELPA/SOP to each student it serves and reports. This may be a number, a set of letters, or a combination of numbers and letters. Student's social security number may have been used. The identification code may include trailing or preceding blanks but no special characters.
Purpose:	To identify each student record uniquely within a SELPA and to insure unduplicated count of children as required by the law.

Valid Format and Examples:	CCCCCCCCCCCCCCCC (16-byte character code) 123456789ABCDEFGH ABCDEFGHI RWS670821
Comment:	The SELPA/SOP shall use the same student identification code for a particular student as reported in previous years.
Verified:	<ul style="list-style-type: none"> • If this field is left blank, it will result in an error. • If the <i>STUDENT_ID</i> is the same for another record within a SELPA, it will result in an error.

Notes:

D-10 SSID (Statewide Student Identifier, SSID, Code)

Definition:	CDE unique Student Identifier issued to local districts participating in the California School Information Service system.
Purpose:	To coordinate Special Education data with General Education data statewide
Format:	CCCCCCCCCC (10 characters)
Comment:	This entry must only be the unique student identifier assigned in accordance with CSIS established standards, SSID student number.
Verified:	None

Notes:

D-11 SSN (Student's social security number)

Definition:	Student's social security number assigned by the Social Security Administration.
Purpose:	To identify each student uniquely and to ensure unduplicated count of children as required by the law and to evaluate effectiveness of special education programs by following students through transition programs.
Valid Format:	CCCCCCCCC (9-digit characters)
Comment:	No two records shall have the same Social Security Number. If the social security number is not available for a student, you may leave this field blank, but do not make up any fictitious number in this field.
Verified:	If this field has any non-numeric entry, it will result in an error. If the Social Security Number is the same for another record, it will result in an error.

Notes:

D-12 BIRTHDATE (Student's date of birth.)

Definition:	The actual, official or recorded date of birth of the student.
Purpose:	To calculate age of the student at any date, to comply with the requirements of the state and federal laws.

Valid Format and Examples:	Date field, see Field A-13, BIRTHDATE MM/DD/CCYY (DBF format) CCYYMMDD (ASCII format) 05/11/1985 08/16/1989 19961227 (ASCII format)
Comment:	Age of a student is calculated as of the reporting date (Field D-1, REPT_DATE).
Verified:	If this field is left blank, it will result in an error.

Notes:

D-13 GENDER

Definition:	Gender identification of student
Purpose:	To determine and research educational characteristics of special education students by gender.
Valid Format and Codes:	C (1 character code) F Female M Male
Verified:	The entry in this field must be 'M' or 'F', otherwise, it will result in an error.

Notes:

D-14 ETHNICITY1 (Student's primary ethnic identification or background)

Definition:	Ethnic background of the student who received special education and related services. The category should identify the most appropriate ethnic background of the pupil. This information must be determined and provided by the LEA to the CDE. Refer to the student enrollment data in the site/district MIS system. If this information is not in the site/district MIS system, the LEA is responsible for providing this information.
Purpose:	To determine the educational characteristics of special education students by the various ethnic background, to comply with the state law and the requirements under Larry P. and Diana court rulings.
Valid Format, Examples, and Code Location:	CCC (3-digit character code) 201 Chinese 501 Hispanic 600 African American See codes of ethnic categories under this field and definitions of each in Appendix A.
Comment:	If a student does not fall into one of these ethnic categories, use a category that closely represents one. Each student must be identified in one of the listed ethnic categories.
Verified:	The entry in this field must be one of the ethnic codes under this field. Otherwise, it will result in an error.

Notes:

D-15 ETHNICITY2 (Student's second ethnic identification or background, if any)	
Definition:	Additional ethnicity or background of the student who received special education and related services.
Purpose:	To comply with the federal requirements- to select more than one ethnic identification (if any).
Valid Format, Examples, and Code Location:	CCC (3-digit character code) 201 Chinese 502 Hispanic See codes of ethnic categories under this field and definitions of each in Appendix A.
Comment:	If a student does not fall into one of these ethnic categories, use a category that closely represents one. If there are no additional ethnic categories, a blank is allowed in this field.
Verified:	The entry in this field must be one of the ethnic codes under this field or blank, otherwise, it will result in an error.

Notes:

D-16 ETHNICITY3 (Student's third ethnic identification or background, if any)	
Definition:	Additional ethnicity or background of the student who received special education and related services.
Purpose:	To comply with the federal requirements- to select more than one ethnic identification (if any).
Comment:	All remaining information is the same as Field D-15, ETHNICITY2

Notes:

D-17 ETHNICITY4 (Student's fourth ethnic identification or background, if any)	
Definition:	Additional ethnicity or background of the student who received special education and related services.
Purpose:	To comply with the federal requirements- to select more than one ethnic identification (if any).
Comment:	All remaining information is the same as Field D-15, ETHNICITY2

Notes:

Follow-up Information

D-18 PST_SECPRG (Student's post secondary program participation)	
Definition:	Student's post secondary program participation
Purpose:	To comply with 20 USC 1416 (a)(3)(b)

Valid Format, Examples, and Code Location	(CCC) (3-digit Character code) 200 Four-year college/university 210 Community college 310 ROP classes See Appendix A for a list of post secondary program participation codes.
Verified:	An entry must be made, otherwise an error will result.

Notes:

D-19 PST_SECEMP (Student's status of gainful employment, earning unsubsidized wage)

Definition:	Student's post-secondary employment status
Purpose:	To comply with 20 USC 1416 (a)(3)(b)
Valid Format, Examples, and Code Location	(CCC) (2 digit Character code) 10 Yes 20 No 80 Unknown
Verified:	An entry must be made, otherwise an error will result.

Notes:

Chapter III

CASEMIS SOFTWARE

The CASEMIS software has been developed by the CDE, SED, for assisting the SELPAs and the SOPs to submit student level data to the state. The CASEMIS runs in the Microsoft Windows 2000 operating environment or later.

The software is revised at least once a year, coordinated with the updates to the student level database structure and the changes in the federal and state data reporting requirements. When necessary, the software is updated during the year. Any revision or upgrade of the software is made available to the SELPAs and SOPs about one month before the reporting cycle date. The software supports two major data reporting cycles: (1) the December pupil count and (2) the End-of-Year student data.

VERSIONS OF THE CASEMIS SOFTWARE

A newer version of the CASEMIS software is released at the beginning of each school year (usually in the fall) to support all changes in the state and federal reporting requirements for that year, plus any new features that are added to the system over the past year. A specific version of the software is identified by the first three letters of the report cycle month, followed by last two digits of the year, then a release letter. For example, the initial release of CASEMIS software for the 2006-07 school year is: CASEMISDec06a.

When a newer software version is released, the software will be identified by the last two digits of the year with a sequent release letter. For example, a second release of the December software during the 2006-07 school year will be identified as CASEMISDec06b. The software is available for downloading at the Department's website in the following location:

<http://www.cde.ca.gov/sp/se/ds/>

Additionally, the website provides instructions for installation the software on a PC. The installation process provides guidance through the necessary steps, and will display a confirming message if the installation is successful.

SYSTEM FEATURES

The major features of the CASEMIS software are: (1) to extract student level data for various reporting cycles; (2) to verify data files and generate error, warning, and unextracted records reports; (3) to generate summary reports from various data tables; and (4) to generate the data Certification Report.

The **file extraction** component of the CASEMIS creates new files by copying records from source data files maintained by the LEA or SOP. This process requires that your source data files have the same data fields and codes as in the 2006-07 CASEMIS database

structure. New files are generated to meet the appropriate criteria for various reporting requirements (see *Chapter IV*).

The **Verification** routine checks the data fields in the data files for any logical inconsistency and produces a report of errors, warnings, and unextracted records (if any). The **errors must be corrected** and the **warnings must be verified** prior to submitting data to the Department.

The **report generation** component prepares various reports by SELPA, by district, or by site within the SELPA, according to the format specified by the CDE. Additionally, the system generates summary reports by SELPA, and by districts,

When the data files are verified and determined to be error-free, the user may upload the data files to the CDE by the CASEMIS secured website available in the “Upload Data File” option. The user can generate Certification Report using the existing data files on the computer and fax a signed copy to CDE.

In addition, the CASEMIS software offers a set of **Tools** that are helpful editing the data files. The utilities contain the latest information on the SELPA and district configuration, file and manipulation options.

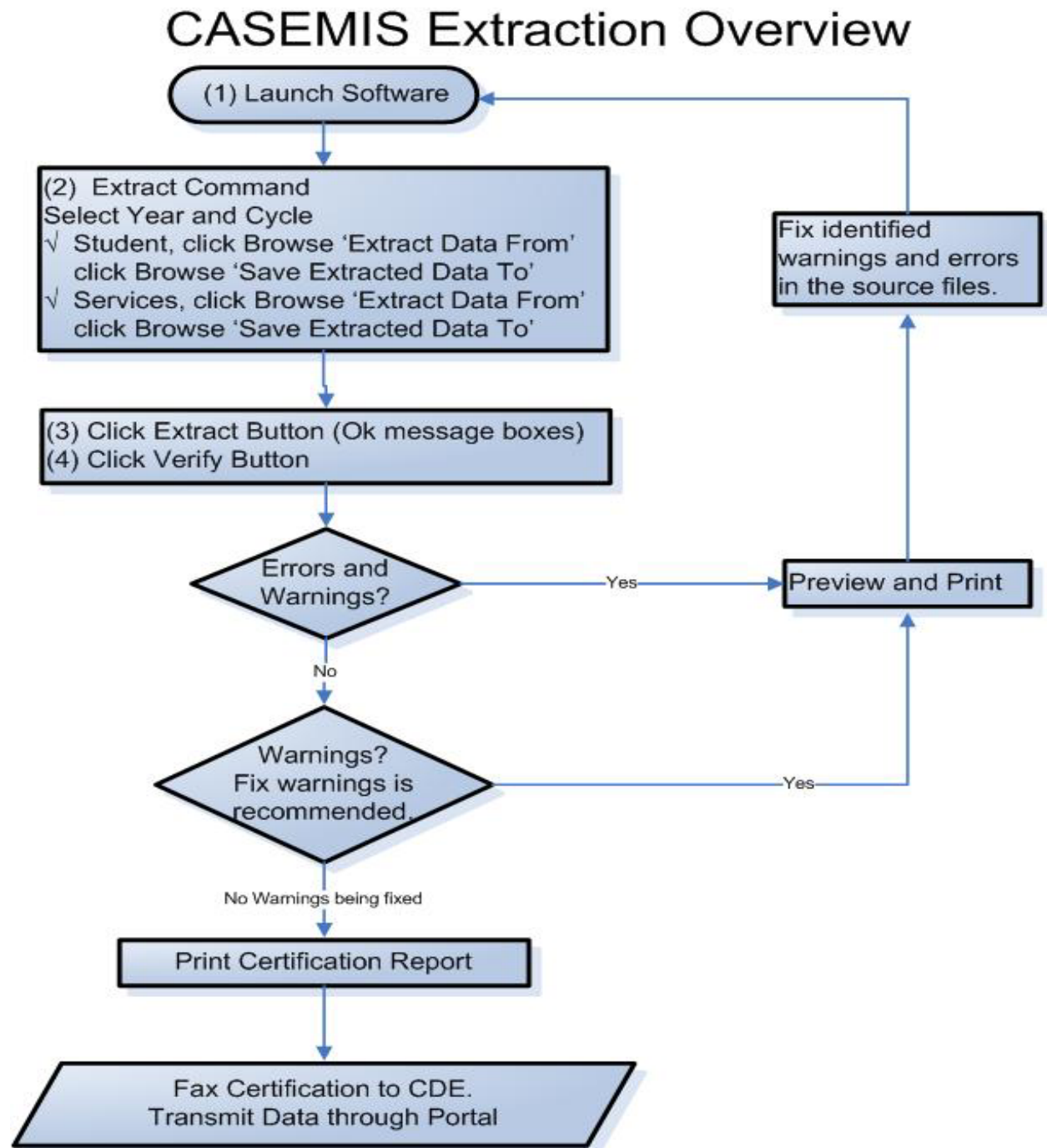
CASEMIS STEP BY STEP

When launching the CASEMIS software, the opening screen displays the logo of the CDE. Follow the steps below to use the features of the software, or download the CASEMIS Step by Step. This detailed document is found online at:

<http://www.cde.ca.gov/sp/se/ds/>

The following diagram provides a general overview of the CASEMIS Extraction Process. It displays the flow in which the CASEMIS is launched and describes the next steps taken when certain decisions or processes are executed. The detailed information is described in the CASEMIS Step By Step.

Figure 3.1 CASEMIS Extraction Overview



Please refer to the CASEMIS Step-by-Step for data processing details.

Chapter IV

REPORTING REQUIREMENTS

Each LEA and SOP implementing the student level database shall submit to the CDE a copy of their student data file in order to meet the two reporting requirements in 2006-07 school year: (1) the December 1, 2006 Report and (2) the 2006-07 End-of-Year Report. Details of these requirements are discussed in the following pages.

CRITERIA FOR INCLUDING STUDENT IN THE DATABASE

Each agency submitting student level data to the CDE shall meet the following criteria for including a student in the data file.

1. The CASEMIS Student Data file shall contain one record per student; in order to ensure this, the student identification code shall be determined in such a way that no two students (or no two records) have the same identification code.
2. The Services Data Table, Discipline (Suspension/Expulsion) Data Table, and Post-secondary Data Table may have more than one record per student, as applicable.
3. All students in the data file **must** be receiving (or have received) special education and related services according to an individualized education program (IEP) or an individual family service plan (IFSP) and all applicable state and federal laws and regulations, or were referred, and evaluated for Special Education services.
4. All data for a student in the student level data file shall be based on the student's IEP or evaluation.
5. A student who is receiving (or has received) special education services in a state-operated program for the disabled, shall **not** be included in the student level data file submitted by an LEA (SELPA). The SOP shall report these students.
6. If a student is placed by a SELPA to another SELPA for providing special education services, the SELPA that provides the services to the student shall report the student; the SELPA that placed the student shall **not** report the student.
7. If more than one SELPA, county or district provides special education services to a pupil, the agency that provides the most intensive or majority of the services shall report the pupil.
8. A pupil placed in a nonpublic school or agency (NPS) shall be reported by the school district, county office or the SELPA that made the placement.
9. A disabled child who is receiving a related service may be reported **only** if that related service assists the child in benefiting from special education.
10. A disabled child receiving special education funded by the federal government may be reported **only** if additional local or state funds are available for nondisabled children of that age range.

11. Native American children on or near a reservation may be reported **only** if the SELPA provides special education services to these children.
12. Disabled children on military facilities may be reported **only** if the SELPA provides special education services to these children.
13. A child younger than three years with a disability whose services are funded through a contract or vendor agreement with a regional center of the Department of Developmental Services is not to be included in the CASEMIS report process.

The LEA and the SOP shall document the procedures for developing, maintaining, updating, and reporting the student level data file, and keep them at their office for on-site verification by the CDE.

REQUIREMENTS FOR SPECIFIC REPORTS

Each SELPA and SOP shall submit a copy of the **verified** student level data files on-line containing data on all students who meet the following criteria for specific reporting requirements. SELPAs and SOPs shall follow all applicable laws, regulations, and the instructions for each report to determine eligibility for including a student in the data file.

DECEMBER REPORTS

For the December Reporting Cycle, the files shall contain data on each student who is receiving (or has received) special education and/or related services according to an IEP on December 1, 2006. This determination will be based on the entry in the data fields ENTRY_DATE and EXIT_DATE for each student record. The ENTRY_DATE must be on or before December 1, 2006. The EXIT_DATE shall be blank or may **not** be before December 1, 2006. A student may not be older than 22 years old as of December 1, 2006.

END-OF-YEAR REPORTS

For the 2006-07 End-of-Year Reporting Cycle, the files shall contain data on **students who have received special education and/or related services for any period of time between July 1, 2006 and June 30, 2007**. This means that the files shall include students who have entered and/or exited **as well as those who have continued through the program during the reporting period**. This also includes those students referred for SE, evaluated but did not receive SE. The determination of this criterion will be based on the data in the fields ENTRY_DATE and EXIT_DATE. All students shall be included in the files except those whose EXIT_DATE is before July 1, 2006 or ENTRY_DATE is after June 30, 2007.

Although the End-of-Year data file will contain records of students who are active as well as have exited, all exit reports are generated based on the exited students only.

REPORTING CYCLES AND DATA TABLES

The SELPA shall submit the completed data tables for each reporting cycle according to the following schedule and specifications:

	December	End-of-Year
Table A, CASEMIS Student Data	Yes	Yes**
Table B, Services Data Table	Yes	Yes**
Table C, Discipline Data Table	No	Yes**
Table D, Post-Secondary Follow Up from 2005-06	No	Yes
Reporting Date/Period	12/01/2006	7/1/2006 - 6/30/2007
Record Characteristics	As of 12/01/2006	Cumulative**

** The files are cumulative for the 2006-07 school year.

REPORTING DEADLINES

The deadlines for submitting student data files to the department are:

Reporting Cycle	Deadline
December 1, 2006 Cycle	January 12, 2007
Personnel Data	March 9, 2007
2006-07 End-of-Year Cycle	August 17, 2007

Note that all dates are **receiving dates** by the CDE -- not mailing dates by the SELPAs and SOPs.

SENDING FILE TO STATE

We encourage you to send your student data file via Internet by the reporting deadline. Send your file to the CDE using the secure website available using the CASEMIS software.

You **must** fax (916-327-3730) or mail the file certification page generated by the system, in order to make your file submission official.

If you are unable to send your data file via Internet, you may send your file on a diskette or CD-ROM. Make sure that the diskette has appropriate label to identify your SELPA or SOP and the reporting cycle. If your data file requires more than one diskette, identify each diskette in proper sequence. You are responsible for the proper protection of encryption data sent by any other method than the CDE secure website.

REMOVING DUPLICATE STUDENTS FROM FILE

In order to eliminate reporting the same student by more than one SELPA, the Department will verify the statewide student data file after the submission deadline (December

Reporting Cycle only). The verification will be conducted by comparing selected demographic data fields (LAST_NAME, FIRST_NAME, BIRTHDATE, and GENDER, for example) for all students. Reports listing matching students will be sent to the SELPAs involved to examine their file for possible duplication and correction.

It is extremely important that **all SELPAs submit their file by the initial deadline** so the department can verify the file for possible duplicate students. An *unduplicated count* is a *mandate* under the Individuals with Disabilities Education Act (IDEA). If a single SELPA fails to submit its file by the deadline, the department's effort to eliminate duplicate students from the statewide file would be incomplete. In addition, it delays the other SELPAs, who met the time line, from declaring their file as final.

In order to streamline the process of unduplication, the department will follow the steps listed below:

Step 1: Following the file submission reporting deadlines. The department will verify the statewide student data file for possible duplicate report of students. This will be done even if the statewide file does not have data from all SELPAs (see Step 5 below).

Step 2: A cover letter and report showing possible duplicate students will be sent by CDE to each SELPA involved.

Step 3: SELPAs shall verify the reports showing possible duplicates against their data file or IEP or any other sources of data, as necessary. They will contact the department **within two weeks** or as directed in the cover letter to make the necessary corrections or submit a revised file.

Step 4: After the two-week window period, all revised files or corrections that have been received from SELPAs in Step 3 (and files received from SELPAs that failed to meet the initial deadline), the department will verify the statewide student data file again. The Department will determine if any remaining pairs of duplicates fall within chance fluctuation.

Step 5: If the verification in step 4 shows a duplicate student between a SELPA that had failed to submit a revision or meet the initial timeline and another SELPA that did meet all timelines, the Department may exercise its authority to unduplicate the file **by removing that student from the SELPA that failed to submit a revision or failed to meet the initial timeline.**

The statewide student data file will then be finalized and a report showing the status and count for all SELPAs will be released. The reporting cycle will then be closed.

REVISION OF DATA

The LEAs may revise their student level data after initial submission to the Department. This may be done during **two weeks** after the deadline of each reporting cycle. Each revision **must** contain all items required for initial submission (see Report Checklist in Chapter IV).

It is our policy to maintain only the latest version of the data for a particular reporting cycle; therefore, every time an LEA sends a revised data file, it will replace the previous version in our master file. None of the earlier version(s) can be recovered.

The student data file for a particular report may **not** be revised after two weeks following the reporting deadline.

CERTIFICATION OF DATA

A properly signed **Certification Report page must** accompany the data files, new or revised, in order to comply with the reporting requirements. You **must** generate Certification Report from the CASEMIS system. An authorized official of the SELPA or SOP must sign Certification Report before sending it to the CDE. You may fax signed the Certification Report to the CDE at 916-327-3730.

Remember, **the data files are not official unless the SELPA/SOP director or an authorized official of the agency certifies it.**

DEFAULTING ON FILE SUBMISSION

If a SELPA or SOP fails to submit data for a reporting cycle by the deadline or fails to meet all the requirements, the CDE may exercise one or more of the following options to complete the reporting cycle.

- The Department will notify the district or county superintendent(s) of the SELPA about the noncompliance;
- The Department will initiate a process to sanction the salary of the district superintendent(s) for non-compliance with the federal reporting requirements; and
- The Department may use the lesser of the past two years' data submitted by the SELPA/SOP for the corresponding reporting cycle, should that become necessary.

Note that any of the above actions may result in noncompliance as well as adverse fiscal effect to the SELPA.

REPORT CHECKLIST

Before you send to the Department of Education your data file, new or revised, please make sure that the transmittal package contains the following:

- Student Data Table;
- Services Data Table;
- Discipline Data Table, if any (for the End-of-Year Cycle);
- Post-secondary Follow-up From 2005-06 Data Table, if any (for the End-of-Year Cycle);
- File Certification Report generated by CASEMIS completed and signed.

Your submission of data files is not official without the Certification Report properly signed.

ADDRESS OF DELIVERY

All physical delivery of reporting materials (data diskettes, Certification Report, etc.) shall be made by the SELPAs (not by the districts) and SOPs to CDE as follows:

Mailing Address: California Department of Education
Special Education Division
1430 N Street, Suite 2401
Sacramento, CA 95814

Attn: Assessment, Evaluation, and Support Unit

If you would like to know whether the department has received your data files after you have mailed it or sent via the Internet, please watch our periodic update during the window period of each reporting cycle on the Internet. We will not be able to send any individual reply in response to your request. As soon as we receive your files, we will include your agency in the next update.

All questions regarding the student database shall be directed to the SED (see Chapter I for telephone number and address).

Appendix A

SELPA_CODE AND SELPA_FROM (A-2, A-3, B-2, C-2, and D-2)

SELPA CODE LIST

The following pages list the SELPA and SOP codes, the SELPA/SOP name, and the name of the administrative unit of the SELPA or SOP. The department has developed these codes in the same manner as the CDS (county-district-school) coding system. Note that a SELPA configuration may change from year to year, and it is important that you use the correct code to identify your SELPA or SOP.

Local Education Agencies Listed by SELPA Code

Code	Name of SELPA	Administrative Unit
0111	Mid-Alameda County SELPA	Castro Valley Unified
0112	North Region SELPA	Alameda City Unified
0113	Oakland Unified	Oakland Unified
0114	Tri-Valley SELPA	Livermore Unified
0115	Mission Valley SELPA	Fremont Unified
0300	Amador County SELPA	Amador County Schools
0400	Butte County SELPA	Butte County Schools
0500	Calaveras County SELPA	Calaveras County Schools
0600	Colusa County SELPA	Colusa County Schools
0701	Contra Costa SELPA	Acalanes Union High
0711	Mt. Diablo Unified	Mt. Diablo Unified
0712	West Contra Costa Unified	West Contra Costa Unified
0901	El Dorado County SELPA	El Dorado County Schools
0911	Tahoe-Alpine SELPA	Lake Tahoe Unified
1001	Fresno County SELPA	Fresno County Schools
1011	Fresno Unified	Fresno Unified
1012	Clovis Unified	Clovis Unified
1100	Glenn County SELPA	Glenn County Schools
1200	Humboldt-Del Norte SELPA	Humboldt County Schools
1300	Imperial County SELPA	Imperial County Schools
1400	Inyo County SELPA	Inyo County Schools
1501	Kern County SELPA	Kern County Schools
1511	Bakersfield City Elementary	Bakersfield City Elementary
1512	Kern Union High	Kern Union High
1513	Sierra Sands	Sierra Sands USD
1600	Kings County SELPA	Kings County Schools
1700	Lake County SELPA	Lake County Schools
1800	Lassen County SELPA	Lassen County Schools
1901	La County Court Schools	La County Court Schools
1902	Downey-Montebello SELPA	Los Angeles County Schools
1903	East San Gabriel Valley	Los Angeles County Schools
1904	Mid Cities SELPA	Los Angeles County Schools
Code	Name of SELPA	Administrative Unit

Code	Name of SELPA	Administrative Unit
1905	Puente Hills Service Area	Los Angeles County Schools
1906	Santa Clarita Valley SELPA	Los Angeles County Schools
1907	Southwest Service Area	Los Angeles County Schools
1908	West San Gabriel Valley SELPA	Los Angeles County Schools
1911	Antelope Valley SELPA	Los Angeles County Schools
1912	Foothill SELPA	Glendale Unified
1913	Long Beach Unified	Long Beach Unified
1914	Los Angeles Unified	Los Angeles Unified
1915	Norwalk-La Mirada/ABC SELPA	Norwalk-La Mirada Unified
1916	Pasadena Unified	Pasadena Unified
1917	Tri-Cities SELPA	Santa Monica-Malibu Unified
1918	Whittier Area SELPA	Whittier Union High
2000	Madera-Mariposa Counties SELPA	Madera County Schools
2100	Marin County SELPA	Marin County Schools
2300	Mendocino County SELPA	Mendocino County Schools
2400	Merced County SELPA	Merced County Schools
2500	Modoc County SELPA	Modoc County Schools
2600	Mono County SELPA	Mono County Schools
2700	Monterey County SELPA	Monterey County Schools
2800	Napa County SELPA	Napa County Schools
2900	Nevada County SELPA	Nevada County Schools
3001	North Orange County SELPA	Orange County Schools
3002	South Orange County SELPA	Orange County Schools
3011	Anaheim Elementary	Anaheim Elementary
3012	Garden Grove Unified	Garden Grove Unified
3013	Greater Anaheim SELPA	Anaheim Union High
3014	Irvine Unified	Irvine Unified
3015	Newport-Mesa Unified	Newport-Mesa Unified
3016	Northeast Orange County	Placentia Unified
3017	Orange Unified	Orange Unified
3018	Santa Ana Unified	Santa Ana Unified
3019	Tustin Unified	Tustin Unified
3020	West Orange County SELPA	Huntington Beach Union High
3021	Capistrano Unified SELPA	Capistrano Unified
3100	Placer-Nevada Counties SELPA	Placer County Schools
3200	Plumas Unified	Plumas Unified
3301	Riverside County SELPA	Riverside County Schools
3311	Corona-Norco Unified	Corona-Norco Unified
3312	Riverside Unified	Riverside Unified
3313	Moreno Valley Unified	Moreno Valley Unified
3401	Sacramento County SELPA	Sacramento County Schools
3411	Elk Grove Unified	Elk Grove Unified
3412	Sacramento City Unified	Sacramento City Unified
3413	San Juan Unified	San Juan Unified
3500	San Benito County SELPA	San Benito County Schools

Code	Name of SELPA	Administrative Unit
3601	Desert Mountain SELPA	San Bernardino County Schools
3602	East Valley Consortium SELPA	San Bernardino County Schools
3603	West End SELPA	San Bernardino County Schools
3611	Morongo Unified	Morongo Unified
3612	San Bernardino City Unified	San Bernardino City Unified
3613	Fontana Unified	Fontana Unified
3701	East County SELPA	San Diego County Schools
3702	North Coastal SELPA	San Diego County Schools
3703	North Inland SELPA	San Diego County Schools
3704	South Bay Service Area	San Diego County Schools
3711	Poway Unified	Poway Unified
3712	San Diego City Unified	San Diego City Unified
3800	San Francisco Unified	San Francisco Unified
3901	San Joaquin County SELPA	San Joaquin County Schools
3911	Lodi Area SELPA	Lodi Unified
3912	Stockton City Unified	Stockton City Unified
4000	San Luis Obispo County	San Luis Obispo County Schools
4100	San Mateo County SELPA	San Mateo County Schools
4200	Santa Barbara County SELPA	Goleta Union Elementary
4301	Santa Clara Area 1 SELPA	Santa Clara County Schools
4302	Santa Clara Area 2 SELPA	Santa Clara County Schools
4303	Santa Clara Area 3 SELPA	Santa Clara County Schools
4304	Santa Clara Area 4 SELPA	Santa Clara County Schools
4307	Santa Clara Area 7 SELPA	Santa Clara County Schools
4311	South East Consortium SELPA	Santa Clara County Schools
4401	North Santa Cruz Co. SELPA	Santa Cruz County Schools
4411	Pajaro Valley Joint Unified	Pajaro Valley Joint Unified
4500	Shasta County SELPA	Shasta County Schools
4600	Sierra County SELPA	Sierra County Schools
4700	Siskiyou County SELPA	Siskiyou County Schools
4801	Solano County SELPA	Solano County Schools
4811	Vallejo City Unified	Vallejo City Unified
4900	Sonoma County SELPA	Sonoma County Schools
5001	Stanislaus County SELPA	Stanislaus County Schools
5011	Modesto City Schools	Modesto City High
5100	Sutter County SELPA	Sutter County Schools
5200	Tehama County SELPA	Tehama County Schools
5300	Trinity County SELPA	Trinity County Schools
5400	Tulare County SELPA	Tulare County Schools
5500	Tuolumne County SELPA	Tuolumne County Schools
5600	Ventura County SELPA	Ventura County Schools
5700	Yolo County SELPA	Yolo County Schools
5800	Yuba County SELPA	Yuba County Schools

State Operated Programs

Code	Agency
7100	California State Special Schools
7200	California Department of Corrections and Rehabilitation – Division of Juvenile Justice
7300	California Department Of Developmental Services (DDS)

SCH_TYPE (A-7 and D-6)

These codes are used in fields: A-7 indicating the type of school where student is enrolled. The list of school types and the corresponding codes used in the database structure are presented in the following tables. For your convenience they are: (1) in alphabetical order of type and (2) in numeric code order with code definitions.

School Type Alphabetic

Code	School Types	Code	School Types
51	Adult education program	00	No school (ages 0-5 only)
22	Alternative work education center/work study program	79	Nonpublic agency
56	Charter school (operated as an LEA/district)	70	Nonpublic day school
55	Charter school (operated by an LEA/district/COE)	71	Nonpublic residential school –in California
62	Child development or child care facility	72	Nonpublic residential school –outside California
50	Community college	19	Other public school or facility (such as a store-front transition program)
31	Community school	80	Parochial school
20	Continuation school	75	Private day school (not certified by SED)
32	Correctional institution or incarcerated facility	64	Private preschool
65	Extended day care	76	Private residential school (not Certified by SED)
61	Head Start program	10	Public day school
40	Home instruction (based on IEP Team determination)	11	Public residential school
45	Hospital facility	15	Special education center or facility
24	Independent study	63	State preschool
30	Juvenile court school		

The following Table provides a definition for School Type listed by code number.

Code	School Type
00	No School (ages 0-5 only):

Code	School Type
10	Public day school: Day schools operated or administered by a public agency to provide instruction in general education. This includes schools listed in the <i>California Public Schools Directory</i> published by the CDE. This category does not include residential school, or other types of schools listed under this field.
11	Public residential school: Schools operated or administered by a public agency to provide instruction in general education, where students reside at the same location. This category does not include any other types of schools listed under this field.
15	Special education center or facility: A separate school operated by an LEA for students with disabilities. (<i>USC 1412(a) (5) (A)</i>)
19	Other public school or facility: (Such as a store-front transition program) Any other setting where an LEA may provide special education services, including community facilities, off-campus classrooms, etc. (<i>EC 56361(g): (USC 1401(29)(A)</i>)
20	Continuation school: Continuation schools primarily serve students 16 through 18 years old by providing individualized instruction and flexible scheduling to meet their individual graduation needs, while allowing them to comply with the compulsory part-time attendance laws. It, also, is mandated to provide guidance, placement, and follow-up services to students. (<i>EC 48400-48454, CAC Title 5 sec 11000-11010</i>).
22	Alternative work education center/work study program: An alternative program to teach basic academic skills, with emphasis on the improvement of student motivation for achievement in order to obtain employment or to return to regular high school. Center will operate on a clinical, client-centered basis; and provide classroom instruction, on-the-job training, career counseling and placement services. (<i>EC 52900</i>). The center may also provide appropriate educational services to school dropouts through recruitment or referral. These services may include: instruction in basic academic skills, motivation, employment or re-entry orientation. The goal is transition to public school, diploma equivalency program, vocational program, military or other service program, or post-secondary education. In addition a program administered by the Student Aid Commission to provide an opportunity for college students to earn money while gaining experience in educationally beneficial or career-related employment. (<i>EC 69951</i>).
24	Independent study: An alternative to classroom instruction consistent with a school district's course of study. This is an instructional strategy (not a categorical program) that responds to an individual's needs and styles of learning. (<i>EC 46300(3), 51745-51749.5, CCR Title 5 sec 11700-11703</i>).

Code	School Type
30	Juvenile court school: An alternative program that serves the educational needs of students who are under the protection or authority of the Juvenile Court or local school district. The County Office of Education provides for the education programs in juvenile ranches, camps and schools, as well as juvenile halls. Students are placed in juvenile court schools when referred by the juvenile court or a deputy probation officer. These programs seek to transition the students back to an appropriate educational, training, and/or employment setting upon release or after the court terminates jurisdiction. (<i>W&IC Sec 202 et seq., EC § 1980 et seq.</i>).
31	Community school: An alternative program that serves the educational needs of students. The County Office of Education provides for the education programs in community schools. Students are placed in community schools when expelled from school, or referred by a School Attendance Review Board (SARB). These programs seek to transition the students back to an appropriate educational, training, and/or employment setting. This also includes district operated community schools.
32	Correctional institution or incarcerated facility: It is an institution run by the California Department of Corrections and Rehabilitation, Division of Juvenile Justice or any other public agency where an individual is detained for infraction with the law and where educational classes provide instruction in civic, vocational, literacy, health, homemaking, technical, and general education.
40	Home instruction (based on IEP team determination): An alternative to classroom instruction. An IEP team decision states and certifies that the student's diagnosed condition prevents him/her from attending a school setting. Instruction may be delivered individually, in small groups or by teleclass. (Title V, § 3051.4).
45	Hospital facility: The educational needs of students who are placed or who reside in a public hospital, state licensed children's hospital, psychiatric hospital, proprietary hospital, or a health facility for medical purposes are the responsibility of and provided by the district or county office in which the hospital or facility is located. (<i>EC s 56167-56168</i>).
50	Community college: This includes specialized services and educational programs offered by the post-secondary community colleges for students over high school age in academics, reading and mathematics labs, and vocational, career, and community development skills.
51	Adult education program: This includes programs, such as, parenting, basic education, high school diploma, English as a second language, citizenship, short-term vocational programs, older adults, adults with disabilities, home economics education, and health and safety in order to provide or improve the skills of adults.
55	Charter school (operated BY a LEA/district/COE): Charter schools that are deemed to be a public school within the District/SELPA participate in either the same manner as other schools within the District or as described in a memorandum of understanding.

Code	School Type
56	Charter school (operated AS an LEA/district): Charter schools that are deemed a local education agency for the purpose of special education must participate in an approved special education local plan (SELPA) as an LEA. (EC 56195.1 sections (a), (b), or (c) (20 USC 1400 et seq., EC 47641 (a), AB 1115, Chapter 78, Statutes of 1999).
61	Head Start program: A part-day comprehensive child development program for children 3-5 years of age from low-income families. Services are provided in this program through four components: education, social services, parent involvement and health. Head Start is mandated to make a minimum of 10% of its enrollment opportunities available for preschool age children with disabilities.
62	Child development or child care facility: Any residence or building, or part thereof, in which child care and development services are provided. The facility must be licensed by the State Department of Social Services.
63	State preschool program: Part-day comprehensive developmental programs for children 3-5 years of age from low-income families. The programs include educational development, health services, parent education and participation, program evaluation, and staff development.
64	Private preschool: A preschool program operated by a private agency, that provides basic supervision, age appropriate activities, nutrition, and parent education for preschool children ages 3-5.
65	Extended day care: An extended school day program that provides educational activities that are appropriate to the ages of the students and that capture the students' interests and needs. (EC 58752).
70	Nonpublic day school: A nonpublic, nonsectarian day school (under the field SCH_TYPE) that enrolls individuals with exceptional needs pursuant to an individualized education program, employs at least one special educator, and is certified by the department (EC 56034).
71/ 72	Nonpublic residential school: A nonpublic, nonsectarian school that enrolls individuals with exceptional needs pursuant to an individualized education program, employs at least one special educator, and is certified by the department. This school provides an educational program at the same location where the student resides (often a licensed children's institution). (EC 56034).
75	Private day school (not certified by SED): A school, sectarian or nonsectarian, which is not administered by a public agency and does not provide special education services. Students attending this school do not reside at the school premises. Services are provided through an ISP, in accordance with district policy for serving students in private schools.
76	Private residential school (not certified by SED): A school, sectarian or nonsectarian, which is not administered by a public agency, and does not provide special education and services. The student resides at this school, although private residential school may provide a combination of residential and day programs. The status of a student (whether day or residential) will depend on where the student resides. Services are provided through an ISP, in accordance with district policy for serving students in private schools.

Code	School Type
79	Non-Public Agency A private, nonsectarian establishment or individual that provides related services necessary for an individual with exceptional needs to benefit educationally from the pupils' educational program pursuant to an individualized education program and that is certified by the department. It does not include an organization or agency that operates as a public agency or offers public service, including, but not limited to, a state or local agency, an affiliate of a state or local agency, including a private, nonprofit corporation established or operated by a state or local agency, a public university or college, or a public hospital. The nonpublic, nonsectarian agency shall also meet standards as prescribed by the superintendent and board.
80	Parochial School: A school that is affiliated with or run by a religious organization.

ETHNICITY() (A-15 THROUGH A-18, D-14 THROUGH D-17)

The list of ethnicity categories and the corresponding codes used in the database structure are presented in the following tables. For your convenience they are: (1) in alphabetical order of type and (2) in numeric code order with code definitions.

Ethnic Category Alphabetical

Code	Ethnic Categories	Code	Ethnic Categories
600	African-American	203	Korean
205	Asian Indian	206	Laotian
207	Cambodian	100	Native American
201	Chinese	299	Other Asian
400	Filipino	399	Other Pacific Islander
302	Guamanian	303	Samoan
301	Hawaiian	304	Tahitian
500	Hispanic	204	Vietnamese
202	Japanese	700	White

Ethnic Category Code and Description by Code Number

Code	Ethnic Categories
100	Native American: A Native American is a person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.
201	Chinese: A person having origins in any of the original peoples of China.
202	Japanese: A person having origins in any of the original peoples of Japan.
203	Korean: A person having origins in any of the original peoples of Korea.
204	Vietnamese: A person having origins in any of the original peoples of Vietnam.
205	Asian Indian: A person having origins in any of the original peoples of the Indian subcontinent.
206	Laotian: A person having origins in any of the original peoples of Laos.
207	Cambodian: A person having origins in any of the original peoples of Cambodia.
299	Other Asian: A person having origins in any of the original peoples of the other Asian countries not listed above, e.g., Thailand, Indonesia, and Tibet.

Code	Ethnic Categories
301	Hawaiian: A person having origins in any of the original peoples of the Hawaiian islands.
302	Guamanian: A person having origins in any of the original peoples of the island of Guam.
303	Samoaan: A person having origins in any of the original peoples of the Samoan islands.
304	Tahitian: A person having origins in any of the original peoples of the Tahitian islands.
399	Other pacific islander: A person having origins in any of the original peoples of the Polynesian, Micronesian or Melanesian islands except Hawaiian, Samoan, Guamanian or Tahitian islands. (Excludes the Philippine Islands.)
400	Filipino: A person having origins in any of the original peoples of the Philippine Islands.
500	Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin -- regardless of race.
600	African-American: A person having origins in any of the black racial groups of Africa.
700	White: A person having origins in any of the original peoples of Europe, North Africa, or the Middle East, e.g., England, Egypt, Portugal, and Iran.

NATIV_LANG (A-20)

The following are the valid codes for Field A-20 regarding the student's native language.

The list of languages and corresponding codes used in the database structure are presented in the following pages. Two lists are provided for your convenience. They are: (1) in alphabetical order of languages and (2) in numeric order of codes with countries of origin.

Languages in Alphabetical Order and Codes

56	Albanian	51	Kurdish
11	Arabic	47	Lahu
12	Armenian	10	Lao
42	Assyrian	07	Mandarin (Putonghua)
61	Bengali	48	Marshallese
13	Burmese	44	Mien
03	Cantonese	49	Mixteco
36	Cebuano (Visayan)	99	Other non-English Languages
54	Chaldean	40	Pashto
20	Chamorro (Guamanian)	05	Pilipino (Tagalog)
39	Chaozhou (Chaochow)	41	Polish
14	Croatian	06	Portuguese
15	Dutch	28	Punjabi
00	English	45	Rumanian
16	Farsi (Persian)	29	Russian
17	French	30	Samoan

18	German	31	Serbian
19	Greek	52	Serbo-Croatian
43	Gujarati	37	Sign Language
21	Hebrew	60	Somali
22	Hindi	01	Spanish
23	Hmong	46	Taiwanese
24	Hungarian	32	Thai
25	Ilocano	57	Tigrinya
26	Indonesian	53	Toishanese
27	Italian	34	Tongan
08	Japanese	33	Turkish
09	Khmer (Cambodian)	38	Ukrainian
50	Khmu	35	Urdu
04	Korean	02	Vietnamese

Languages with Countries of Origin in Numeric Order of Language Code

Code	Languages	Countries of Origin
00	English	England, United States
01	Spanish	Spain, Europe, Latin America
02	Vietnamese	Vietnam, Asia
03	Cantonese	China, Asia
04	Korean	Korea, Asia
05	Pilipino (Tagalog)	The Philippines, Asia
06	Portuguese	Portugal, Europe, Brazil
07	Mandarin (Putonghua)	China, Asia
08	Japanese	Japan, Asia
09	Khmer (Cambodian)	Kampuchea, Asia
10	Lao	Laos, Asia
11	Arabic	Saudi Arabia, Middle East, North Africa
12	Armenian	Russia, Europe
13	Burmese	Burma, Asia
14	Croatian	Yugoslavia, Europe
15	Dutch	Netherlands, Europe
16	Farsi (Persian)	Iran, Middle East
17	French	France, Europe
18	German	Germany, Europe
19	Greek	Greece, Europe
20	Chamorro (Guamanian)	Guam, Pacific Islands
21	Hebrew	Israel, Middle East
22	Hindi	India, Asia
23	Hmong	Thailand, Vietnam, Asia
24	Hungarian	Hungary, Europe
25	Ilocano	The Philippines, Asia
26	Indonesian	Indonesia, Asia
27	Italian	Italy, Europe
28	Punjabi	India, Pakistan, Asia

Code	Languages	Countries of Origin
29	Russian	Russia, Europe
30	Samoan	Samoa, Pacific Islands
31	Serbian	Serbia, Europe
32	Thai	Thailand, Asia
33	Turkish	Turkey, Middle East
34	Tongan	Tonga, Pacific Islands
35	Urdu	Pakistan, India, Asia
36	Cebuano (Visayan)	The Philippines, Asia
37	Sign Language	United States
38	Ukrainian	USSR, Europe
39	Chaozhou (Chaochow)	Chinese Dialect, China
40	Pashto	Pakistan, Afganistan, Asia
41	Polish	Poland, Europe
42	Assyrian	Iraq, Middle East
43	Gujarati	India, Asia
44	Mien	China, Asia
45	Rumanian	Romania, Europe
46	Taiwanese	Taiwan, China, Asia
47	Lahu	China, Asia
48	Marshallese	Marshall Islands, Pacific Islands
49	Mixteco	Mexico, North America
50	Khmu	Laos, Asia
51	Kurdish	Iraq, Iran, Middle East
52	Serbo-Croatian	Serbia, Europe
53	Toishanese	Chinese Dialect (YUE), China
54	Chaldean	Iraq
56	Albanian	Albania, Serbia
57	Tigrinya	Ethiopia, Africa
60	Somali	Somaliland, Africa
61	Bengali	India, Middle East
99	Other-non-English Languages	

REFR_BY (A-23)

The following codes are used in Field A-23 for referred by information.

Code	Refer By
10	Parent
20	Teacher
30	Student Study Team/Intervention Team
40	Other school/district personnel
90	Other

PLAN_TYPE (A-26)

These codes are used in Field A-26, type of education plan for special education services.

Code	Plan Types
10	Individualized Education Program (IEP) or Individual Family Service Plan (IFSP)
20	Individual Service Plan (ISP)
80	Eligible - no IEP, IFSP, or ISP
90	Not eligible for special education or related services

RESID_STAT (A-28)

These codes are used in Field A-28, regarding the student's residential status. Two lists are provided for your convenience. They are: (1) in alphabetical order and (2) in numeric order of codes with definition.

Residential Status in Code Number Order

Code	Residential Status
10	Parent or legal guardian: This includes natural or adoptive parents and surrogate parents or other persons or relatives who have legal custody of children.
20	Licensed children's institution (LCI): Licensed Children's Institution is a residential facility which is licensed by the state, or other public agency which has delegated authority by contract with the state to license, to provide nonmedical care to children, including, but not limited to, individuals with exceptional needs. "Licensed Children's Institution", in addition, includes a group home as defined by subdivision (a) of § 80001 of Title 22 of the <i>California Code of Regulations</i> . See <i>Education Code</i> Section (§) 56155.5(a) for exclusions.
30	Foster Family Home (FFH): Foster Family Home is a family residence which is licensed by the state, or other public agency which has delegated authority by contract with the state to license, to provide 24-hour nonmedical care and supervision for not more than six foster children, including, but not limited to, individuals with exceptional needs. "Foster family home", in addition, includes a small family home as defined in paragraph (6) of subdivision (a) of § 1502 of the <i>Health and Safety Code</i> (E.C. 56155.5(b)).
40	Hospital: A public hospital, state-licensed children's hospital, psychiatric hospital, proprietary hospital, or a health facility for medical purposes. (E.C. 56167(a)). It does not include state hospital (see below).
50	Residential facility: A Residential facility is a nonsectarian school where a student with exceptional needs resides on a 24-hour basis and receives special education and related services at the school. This includes both public and private facilities. Does not include LCIs.

60	Incarcerated institution: Individuals with exceptional needs who have been adjudicated by the juvenile court, for placement in a juvenile hall or juvenile home, day center, ranch, or camp, or for individuals with exceptional needs placed in a county community school (E.C. 56150); includes placement in the California Department of Justice and Rehabilitation, Division of Juvenile Justice (formerly California Youth Authority and California Education Authority) and other public correctional institutions.
71	State hospital: A state hospital is a residential facility operated by the California Department of Mental Health (DMH). This is not the same as Residential School/Dormitory, Health Institution, or Development Center.
72	Developmental center: Development Center: a residential facility providing services to individuals who have been determined by the Department of Developmental Service (DDS) regional centers to require programs, training, care, treatment and supervision in a structured health facility setting on a 24-hour basis. This is not the same as Residential School/Dormitory, Health Institution, or State Hospital.
90	Other: The residential status is known, but does not fit any of the defined categories.

DISABILIT1 (A-32)

The following are the codes used in Field A-32. Two lists are provided for your convenience. They are: (1) in alphabetical order of disability and (2) a second table following DISABILIT2 is in numeric order of codes with the disability definition.

Code	Disability Categories	Code	Disability Categories
320	Autism (AUT)	310	Multiple Disability (MD)
300	Deaf-Blindness (DB)	270	Orthopedic Impairment (OI)
230	Deafness (DEAF)	280	Other Health Impairment (OHI)
260	Emotional Disturbance (ED)	290	Specific Learning Disability (SLD)
281	Established Medical Disability (EMD) (ages 3-5 only)	240	Speech or Language Impairment (SLI)
220	Hard of Hearing (HH)	330	Traumatic Brain Injury (TBI)
210	Mental Retardation (MR)	250	Visual Impairment (VI)

DISABILIT2 (A-33)

These codes are used in Field A-33. Two lists are provided for your convenience. They are: (1) in alphabetical order of disability code values and (2) in numeric order of codes with the disability value definition.

Code	Disability Categories	Code	Disability Categories
320	Autism (AUT)	200	None
300	Deaf-Blindness (DB)	270	Orthopedic Impairment (OI)
230	Deafness (DEAF)	280	Other Health Impairment (OHI)
260	Emotional Disturbance (ED)	290	Specific Learning Disability (SLD)
281	Established Medical Disability (EMD) (ages 3-5 only)	240	Speech or Language Impairment (SLI)
220	Hard of Hearing (HH)	330	Traumatic Brain Injury (TBI)
210	Mental Retardation (MR)	250	Visual Impairment (VI)
310	Multiple Disability (MD)		

Code definitions for DISABILIT1 and DISABILIT2 in Code Number Order

Code	Disability Categories
200	None: There is no secondary disability (may be used for Field A-33 only).
210	Mental retardation (MR): Mental Retardation means significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior, and manifested during the developmental period, that adversely affects a child's educational performance. (34 <i>CFR</i> §300.7(c)(6)).
220	Hard of hearing (HH): Hard of Hearing means hearing, impairment, whether permanent or fluctuating, that adversely affects a child's educational performance, but that is not included under the definition of "deaf in this section.
230	Deafness (DEAF): Deafness means a hearing impairment that is so severe that the child is impaired in processing linguistic information through learning, with or without amplification, which adversely affects educational performance. (34 <i>CFR</i> §300.7(c)(3)) Hearing impairment (HI): Hearing Impairment is a federal category of disability, which includes both hard of hearing and deaf individuals as defined above.
240	Speech or language impairment (SLI): Speech or Language Impairment means a communication disorder such as stuttering, impaired articulation, language impairment, or a voice impairment, that adversely affects a child's educational performance. (34 <i>CFR</i> §300.7(c)(11))
250	Visual impairment (VI): Visually Impaired, including blindness means impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partially seeing and blind children. (34 <i>CFR</i> §300.7(c)(13)).

Code	Disability Categories
260	<p>Emotional disturbance (ED): Emotional Disturbance means a condition exhibiting one or more of the following characteristics, over a long period of time and to a marked degree, that adversely affects educational performance:</p> <ul style="list-style-type: none"> A. An inability to learn which cannot be explained by intellectual, sensory, or health factors; B. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers; C. Inappropriate types of behavior or feeling under normal circumstances; D. A general pervasive mood of unhappiness or depression; or E. A tendency to develop physical symptoms or fears associated with personal or school problems. <p>The term (ED) includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance. (34 <i>CFR</i> §300.7(c)(4)).</p>
270	<p>Orthopedic impairment (OI): Orthopedic Impairment means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns which cause contractures). (34 <i>CFR</i> §300.7(b)(6) §300.7(c)(8))</p>
280	<p>Other health impairment (OHI): Other Health Impairment means having limited strength, vitality or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes, which adversely affects a child's educational performance. (34 <i>CFR</i> Part 300.7 (c) (9)).</p>
281	<p>Established medical disability (EMD): A disabling medical condition or congenital syndrome that the individualized education program (IEP) team determines has a high predictability of requiring special education and services. (<i>EC</i> § 56441.11(d)) (<i>Note: This eligibility category is only applicable for children ages 3-5</i>)</p>
290	<p>Specific learning disability (SLD): Specific Learning Disability means a disorder in one or more of the basic psychological processes involved in understanding or-using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing, or motor handicaps, of mental retardation, of emotional disturbance or of environmental, cultural, or economic disadvantage. (34 <i>CFR</i> §300.7(c)(10)).</p>

Code	Disability Categories
300	Deaf-blindness (DB): Deaf-Blindness means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness. (34 <i>CFR</i> §300.7(c)(2)).
310	Multiple disabilities (MD): Multiple Disabilities means concomitant impairments (such as mental retardation-blindness, mental retardation-orthopedic impairment, etc.,) the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blind children. (34 <i>CFR</i> Sec. 300.7(c)(7)).
320	Autism (AUT): Autism means a developmental disability significantly affecting verbal and non-verbal communication and social interaction, generally evident before age three, which adversely affects educational performance. Other characteristics often associated with autism include, engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance. A child who manifests characteristics of "autism" after age three, that child could be diagnosed as having "autism" if the criteria in the above paragraph are satisfied. (34 <i>CFR</i> §300.7(c)(1)).
330	Traumatic brain injury (TBI): Traumatic Brain Injury means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, which adversely affects educational performance. The term applies to both open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not include brain injuries that are congenital or degenerative, nor brain injuries induced by birth trauma. (34 <i>CFR</i> §300.7(c)(12)).

FEDSET_INF (A-36)

These codes are used in Field A-36, Federal Program setting for infant services (for ages 0-2 only).

Code	Infant Setting Categories
100	Home
200	Community based setting
900	Other setting

This second table shows the respective code definitions.

Code	Infant Setting Categories
100	Home: Early intervention services are provided primarily in the principal residence of the child's family or caregivers.
200	Community based setting: Early intervention services are provided primarily in a setting where children without disabilities typically are found. These settings include but are not limited to child care centers (including family day care), preschools, regular nursery school, early childhood center, libraries, grocery stores, parks, restaurants, and community centers (e.g., YMCA, Boys and Girls Clubs).
900	Other setting: Early intervention services are provided primarily in a setting that is not home or community based. These settings include, but are not limited to, services provided in a hospital, residential facility, clinic, and EI center/class for children with disabilities.

FEDSET_PRS (A-37)

The following codes are used in Field A-37, Federal Program setting for preschool services (ages 3-5 only). A table is provided depicting the code definitions below.

Two lists are provided for your convenience. They are: (1) numerical order of preschool setting category and (2) in numeric order of codes with the definition of the categories.

Preschool Setting in Numerical Order

Code	Preschool Setting Categories
400	Regular early childhood program or kindergarten or above
440	Separate class
450	Separate school
460	Residential facility
470	Home
475	Service provider location

Preschool Setting Code Definitions

Code	Preschool Setting Categories
400	Regular early childhood program or kindergarten: A program setting that includes at least 50 percent nondisabled children. Early childhood programs include, but are not limited to: <ul style="list-style-type: none"> • Head Start; • Kindergarten • Reverse mainstream classrooms; • Private preschools; • Preschool classes offered to an eligible pre-kindergarten population by the public school system; and • Group childcare.

Code	Preschool Setting Categories
440	Separate class: In this setting the student attends a special education program in a class with less than 50% nondisabled children.
450	Separate school: This is a placement setting where children receive all of their special education program in public or private day schools designed specifically for children with disabilities.
460	Residential facility: This is where children receive all of their special education and related services in publicly or privately operated residential schools or residential medical facilities on an inpatient basis.
470	Home: This is the setting when children receive all of their special education and related services in the principal residence of the child's family or caregivers.
475	Service provider location: This is the setting when children receive all of their special education and related services from a service provider, and who did not attend an early childhood program or special education program provided in a separate class, separate school, or residential facility. For example, speech instruction provided in: <ul style="list-style-type: none"> • Private clinician's office; • Clinician's offices located in school buildings, • Hospital facilities on an outpatient basis, and • Libraries and other public locations.

FEDSET_SCH (A-38)

The following tables refer the codes for Field A-38, Federal Program setting for school age children (ages 6-22 only). Two lists are provided for your convenience. They are: (1) in alphabetical order of federal program setting and (2) in numeric order of codes with their respective definition(s).

Code	Federal Program Setting	Code	Federal Program Setting
480	Correctional facility	400	Regular classroom/Public day school
470	Homebound/Hospital	460	Residential facility
490	Parentally placed in private school	450	Separate school

Code	Federal Program Setting
400	Regular classroom/public day school: A program setting that includes at least 50 percent nondisabled children
450	Separate school: This is a setting where children receive all of their special education and related services in educational programs for greater than fifty percent of the school day in public or private day schools specifically for children with disabilities.

Code	Federal Program Setting
460	<p>Residential facility: Public and private residential facilities where students reside during the school week and receive special education and related services for greater than 50 percent of the school day.</p> <p>Do NOT include children who receive special education programs at the facility but do not live there.</p>
470	<p>Homebound/Hospital: This setting is where students receive special education programs and related services in homebound/hospital environment</p> <p>Do NOT include children with disabilities whose parents have opted to home-school them and who receive special education at the public expense.</p>
480	<p>Correctional facility: This setting includes students who received special education programs in correctional facilities. These data are intended to be a count of all children receiving special education in:</p> <ul style="list-style-type: none"> • short-term detention facilities (community-based or residential), or • correctional facilities
490	<p>Parentally placed in private school: This setting is where students have been enrolled by their parents or guardians in regular parochial or other private schools and whose basic education is paid through private resources and who receive special education and related services at public expense from a local education agency or intermediate educational unit under a service plan. Include children whose parents chose to home-school them, but who receive special education and related services the public expense.</p> <p>Do NOT include children who placed in private schools by the LEA</p>

GRADE (A-40)

The list of valid codes for Field A-40, Student's grade level are in the table below.

Code	Grade Level	Code	Grade Level
01	First grade	10	Tenth grade
02	Second grade	11	Eleventh grade
03	Third grade	12	Twelfth grade
04	Fourth grade	13	12+ grade / Transition
05	Fifth grade	15	Ungraded
06	Sixth grade	16	Infant
07	Seventh grade	17	Preschool
08	Eighth grade	18	Kindergarten
09	Ninth grade		

TRAN_GOAL1 (A-41)

Field A-41, post-secondary transition service goal in which the student is participating or has participated during the school year, have the following valid codes values. See the following table for definitions.

Code	Post Secondary Transition Goals
100	None
200	Training
300	Education
400	Employment
500	Independent living skills

TRAN_GOAL() (A-42 THROUGH A-44)

Fields A-42 through A-44, post-secondary transition service goal in which the student is participating or has participated during the school year. See the following tables for the valid codes and definitions.

Valid Codes

Code	Post Secondary Transition Goals
100	None
200	Training
300	Education
400	Employment
500	Independent living skills
900	Other

Transition Goal Definitions by Code Number

Code	Post Secondary Transition Goals and Definitions
100	None: There are no secondary transition goals.
200	Training: Systematic instruction, workplace learning and experience to gain skill and effectiveness in a specific discipline or subject area to improve performance and promote competence on the job. (Reference: Education Code Section 56462(b)1)
300	Education: A general diffusion and acquisition of knowledge and intelligence including the promotion of intellectual, scientific, moral and agricultural improvement gained through instruction. (California Constitution Article 9 section 1)
400	Employment: Employment means service, including service in interstate commerce, performed by an employee for wages or under any contract of hire, written or oral, express or implied. Reference: (California Unemployment Insurance Code Section 601
500	Independent living skills: Abilities, proficiency, facility, or dexterity that is acquired or developed through training and experience that enables persons with disabilities to become self-sufficient and enjoy a living arrangement in the community that maximizes the individual's life choices and self determination without the direct control or supervision of another person. <i>California Welfare and Institutions Code Sections 5670-5676</i>
900	Other (may be used for fields A-42 through A-44 only)

PARTICIP (A-48)

The following are valid codes for Field A-48.

Code	Participation
10	Without testing accommodations
11	With testing accommodations
12	With modifications
30	To participate in California Alternate Performance Assessment (CAPA)
90	Not to participate at all in any statewide assessment program (for students outside the testing group or PLAN_TYPE, Field A-26 is '20' (ISP)

EXIT_RESON (A-51)

The following are valid codes for Field A-51 regarding exit reason.

Code	Exit Reason
70	Returned to regular education or no longer eligible for special education or successful completion of IEP/IFSP/ISP
71	Graduated from high school with regular diploma
72	Graduated from high school with certificate of completion or other than diploma
73	Reached maximum age
74	Dropped out, includes attempts to contact unsuccessful or not known to be continuing
76	Moved, and known to be continuing, includes transfer to another program
77	Deceased
78	Parent withdrawal/self withdraw if over 18
81	Received high school completion/achievement certificate through general educational development (GED) or requirements of EC 56390
82	Graduated from high school with a diploma (using an EXEMPTION authorized under Senate Bill 267)
83	Graduated from high school with a diploma (using a WAIVER authorized by EC 60851 (c))

SERVICE (B-5)

The following tables provide information for field B-5, Services. The information for the two tables includes: (1) an alphabetical list with code number and (2) a definitions list in numerical order.

Services Provided in Alphabetical Order

Code	Service Categories	Code	Service Categories
425	Adapted physical education	730	Orientation and mobility
865	Agency linkages (referral and placement)	900	Other special education/related service
445	Assistive technology services	890	Other Transition Service
720	Audiological services	520	Parent counseling
535	Behavior intervention services	460	Physical therapy
735	Braille transcription	530	Psychological services

Code	Service Categories	Code	Service Categories
840	Career awareness	745	Reader services
820	College awareness/preparation	760	Recreation services, includes therapeutic recreation (34 CFR 300.24)
515	Counseling and guidance	545	Residential treatment services
540	Day treatment services	270	Respite care services(ages 0-2 only)
210	Family training, counseling, and home visits (0-2 only)	240	Service coordination (0-2 only)
436	Health and nursing - other services	525	Social work services
435	Health and nursing - specialized physical health care services	260	Special education aide in regular development class child care center or family child care home (0-2 only)
350	Individual and small group instruction (30 EC 56441.2, 5 CCR 3051)	250	Special instruction (0-2 only)
510	Individual counseling	330	Specialized Academic Instruction
340	Intensive Individual Services	710	Specialized deaf and hard of hearing services
715	Interpreter services	740	Specialized orthopedic services
855	Job coaching (includes job shadow and service learning)	610	Specialized services for low incidence disabilities
415	Language and speech	725	Specialized vision services
220	Medical services (for evaluation only) (0-2 only)	755	Transcription services
860	Mentoring	870	Travel training (includes mobility training)
750	Note taking services	830	Vocational assessment, counseling, guidance, and career assessment
230	Nutrition services (0-2 only)	850	Work experience education (34CFR 300.26)
450	Occupational therapy		

Services Provided Code and Definition by Code Number

Code	Special Education Service Categories
210	<p>Family training, counseling, and home visits(ages 0-2 only): This service includes: services provided by social workers, psychologists, or other qualified personnel to assist the family in understanding the special needs of the child and enhancing the child's development.</p> <p>Note: Services provided by specialists (such as medical services, nursing services, occupational therapy, and physical therapy) for a specific function should be coded under the appropriate service category, even if the services were delivered in the home.</p>

Code	Special Education Service Categories
220	Medical services (for evaluation only) (ages 0-2 only): Services provided by a licensed physician to determine a child's developmental status and need for early intervention services.
230	Nutrition services (ages 0-2 only): These services include conducting assessments in: nutritional history and dietary intake; anthropometric, biochemical, and clinical variables; feeding skills and feeding problems; and food habits and food preferences.
240	Service coordination (ages 0-2 only)
250	Special instruction (ages 0-2 only): Special instruction includes: the design of learning environments and activities that promote the child's acquisition of skills in a variety of developmental areas, including cognitive processes and social interaction; curriculum planning, including the planned interaction of personnel, materials, and time and space, that leads to achieving the outcomes in the child's IFSP, providing families with information, skills, and support related to enhancing the skill development of the child; and working with the child to enhance the child's development.
260	Special education aide in regular development class, childcare center or family childcare home (ages 0-2 only)
270	Respite care services (ages 0-2 only): Through the IFSP process, short-term care given in-home or out-of-home, which temporarily relieves families of the ongoing responsibility for specialized care for child with a disability (Note: only for infants and toddlers from birth through 2, but under 3.)
330	Specialized academic instruction: Adapting, as appropriate to the needs of the child with a disability the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children. (34 <i>CFR</i> 300.26(b)(3))
340	Intensive individual instruction: IEP Team determination that student requires additional support for all or part of the day to meet his or her IEP goals.
350	Individual and small group instruction: Instruction delivered one-to-one or in a small group as specified in an IEP enabling the individual(s) to participate effectively in the total school program (30 <i>EC</i> 56441.2, 5 <i>CCR</i> 305.1)
415	<p>Language and speech: Language and speech services provide remedial intervention for eligible individuals with difficulty understanding or using spoken language. The difficulty may result from problems with articulation (excluding abnormal swallowing patterns, if that is the sole assessed disability); abnormal voice quality, pitch, or loudness; fluency; hearing loss; or the acquisition, comprehension, expression of spoken language. Language deficits or speech patterns resulting from unfamiliarity with the English language and from environmental, economic or cultural factors are not included.</p> <p>Services include; specialized instruction and services; monitoring, reviewing, and consultation. They may be direct or indirect including the use of a speech consultant.</p>

Code	Special Education Service Categories
425	Adapted physical education: Direct physical education services provided by an adapted physical education specialist to pupils who have needs that cannot be adequately satisfied in other physical education programs as indicated by assessment and evaluation of motor skills performance and other areas of need. It may include individually designed developmental activities, games, sports and rhythms, for strength development and fitness, suited to the capabilities, limitations, and interests of individual students with disabilities who may not safely, successfully or meaningfully engage in unrestricted participation in the vigorous activities of the general or modified physical education program. (<i>CCR Title 5 §. 3051.5</i>).
435	Health and nursing – specialized physical health care services: Specialized physical health care services means those health services prescribed by the child's licensed physician and surgeon, requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school (<i>CCR § 3051.12(b)(1)(A)</i>). Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration and glucose testing (<i>EC 49423.5 (d)</i>)
436	Health and nursing – other services: This includes services that are provided to individuals with exceptional needs by a qualified individual pursuant to an IEP when a student has health problems which require nursing intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group and individual counseling, making appropriate referrals and maintaining communication with agencies and health care providers. These services do not include any physician-supervised or specialized health care service. IEP-required health and nursing services are expected to supplement the regular health services program. (<i>34 CFR 300.306; CCR Title 5 § 3051.12</i>).
445	Assistive technology services: Any specialized training or technical support for the incorporation of assistive devices, adapted computer technology or specialized media with the educational programs to improve access for students. The term includes a functional analysis of the student's needs for assistive technology; selecting, designing, fitting, customizing, or repairing appropriate devices; coordinating services with assistive technology devices; training or technical assistance for students with a disability, the student's family, individuals providing education or rehabilitation services, and employers. (<i>34 CFR Part 300.6</i>).

Code	Special Education Service Categories
450	<p>Occupational therapy: Occupational Therapy (OT) includes services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor abilities.</p> <p>Both direct and indirect services may be provided within the classroom, other educational settings or the home; in a group or on an individual basis; and may include therapeutic techniques to develop abilities; adaptations to the student's environment or curriculum; and consultation and collaboration with other staff and parents. Services are provided, pursuant to an IEP, by a qualified occupational therapist registered with the American Occupational Therapy Certification Board. (CCR Title 5 §3051.6, E.C. Part 30 §56363).</p>
460	<p>Physical therapy: These services are provided, pursuant to an IEP, by a registered physical therapist, or physical therapist assistant, when assessment shows a discrepancy between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the classroom, other educational settings or in the home; and may occur in groups or individually. These services may include adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents. (B&PC Ch. 5.7, CCR Title 5 §3051.6, EC Part 30 §56363, GC-Interagency Agreements Ch. 26.5 §7575(a)(2)).</p>
510	<p>Individual counseling: One-to-one counseling, provided by a qualified individual pursuant to an IEP. Counseling may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. Individual counseling is expected to supplement the regular guidance and counseling program. (34 CFR §300.24(b)(2), (CCR Title 5 §3051.9).</p>
515	<p>Counseling and guidance: Counseling in a group setting, provided by a qualified individual pursuant to an IEP. Group counseling is typically social skills development, but may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. IEP-required group counseling is expected to supplement the regular guidance and counseling program. (34 CFR §300.24.(b)(2)); CCR Title 5 §3051.9) Guidance services include interpersonal, intrapersonal or family interventions, performed in an individual or group setting by a qualified individual pursuant to an IEP. Specific programs include social skills development, self-esteem building, parent training, and assistance to special education students supervised by staff credentialed to serve special education students. These services are expected to supplement the regular guidance and counseling program. (34 CFR 300.306; CCR Title 5 § 3051.9).</p>

520	Parent counseling: Individual or group counseling provided by a qualified individual pursuant to an IEP to assist the parent(s) of special education students in better understanding and meeting their child's needs; may include parenting skills or other pertinent issues. IEP-required parent counseling is expected to supplement the regular guidance and counseling program. (34 <i>CFR</i> §300.24(b)(7); <i>CCR</i> Title 5 § 3051.11).
525	Social work services: Social Work services, provided pursuant to an IEP by a qualified individual, includes, but are not limited to, preparing a social or developmental history of a child with a disability; group and individual counseling with the child and family; working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school; and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. Social work services are expected to supplement the regular guidance and counseling program. (34 <i>CFR</i> §300.24(b)(13); <i>CCR</i> Title 5 § 3051.13).
530	Psychological services: These services, provided by a credentialed or licensed psychologist pursuant to an IEP, include interpreting assessment results to parents and staff in implementing the IEP; obtaining and interpreting information about child behavior and conditions related to learning; planning programs of individual and group counseling and guidance services for children and parents. These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. (<i>CFR</i> Part 300 §300.24). IEP-required psychological services are expected to supplement the regular guidance and counseling program. (34 <i>CFR</i> §300.24); <i>CCR</i> Title 5 § 3051.10).
535	Behavior intervention services: A systematic implementation of procedures designed to promote lasting, positive changes in the student's behavior resulting in greater access to a variety of community settings, social contacts, public events, and placement in the least restrictive environment. (Title 5 § 3001(d)).
540	Day treatment services: Structured education, training and support services to address the student's mental health needs (<i>Health & Safety Code</i> , Div.2, Chap.3, Article 1, 1502(a)(3))
545	Residential treatment services: A 24-hour out-of-home placement that provides intensive therapeutic services to support the educational program (<i>Welfare and Institutions Code</i> , Part 2, Chapter 2.5, Art. 1, § 5671))
610	Specialized services for low incidence disabilities: Low incidence services are defined as those provided to the student population of orthopedically impaired (OI), visually impaired (VI), deaf, hard of hearing (HH), or deaf-blind (DB). Typically, services are provided in education settings by an itinerant teacher or the itinerant teacher/specialist. Consultation is provided to the teacher, staff and parents as needed. These services must be clearly written in the student's IEP, including frequency and duration of the services to the student. (<i>CCR</i> Title 5 §3051.16 & 3051.18).

710	Specialized deaf and hard of hearing services: These services include speech therapy, speech reading, auditory training and/or instruction in the student's mode of communication. Rehabilitative and educational services; adapting curricula, methods, and the learning environment; and special consultation to students, parents, teachers, and other school personnel may also be included. (Title 5 §§ 3051.16 and 3051.18).
715	<p>Interpreter services: Sign language interpretation of spoken language to individuals, whose communication is normally sign language, by a qualified sign language interpreter.</p> <p>This includes conveying information through the sign system of the student or consumer and tutoring students regarding class content through the sign system of the student. (CCR Title 5, §3051.16)</p>

720	Audiological services: These services include measurements of acuity, monitoring amplification, and Frequency Modulation system use. Consultation services with teachers, parents or speech pathologists must be identified in the IEP as to reason, frequency and duration of contact; infrequent contact is considered assistance and would not be included. (CCR Title 5 §3051.2)
725	<p>Specialized vision services: This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student's educational needs -- including Braille, large type, aural media; instruction in areas of need; concept development and academic skills; communication skills (including alternative modes of reading and writing); social, emotional, career, vocational, and independent living skills.</p> <p>It may include coordination of other personnel providing services to the students (such as transcribers, readers, counselors, orientation & mobility specialists, career/vocational staff, and others) and collaboration with the student's classroom teacher. (CAC Title 5 §3030(d), EC 56364.1).</p>
730	Orientation and mobility: Students with identified visual impairments are trained in body awareness and to understand how to move. Students are trained to develop skills to enable them to travel safely and independently around the school and in the community. It may include consultation services to parents regarding their children requiring such services according to an IEP.
735	Braille transcription: Any transcription services to convert materials from print to Braille. It may include textbooks, tests, worksheets, or anything necessary for instruction. The transcriber should be qualified in English Braille as well as Nemeth Code (mathematics) and be certified by appropriate agency.
740	Specialized orthopedic services: Specially designed instruction related to the unique needs of students with orthopedic disabilities, including specialized materials and equipment (CAC Title 5, §3030(e) & 3051.16)
745	Reading Services:

750	Note taking services: Any specialized assistance given to the student for the purpose of taking notes when the student is unable to do so independently. This may include, but is not limited to, copies of notes taken by another student, transcription of tape-recorded information from a class, or aide designated to take notes. This does not include instruction in the process of learning how to take notes.
755	Transcription Services Any transcription service to convert materials from print to a mode of communication suitable for the student. This may also include dictation services as it may pertain to textbooks, tests, worksheets, or anything necessary for instruction
760	Recreation services, includes therapeutic recreation: therapeutic recreation and specialized instructional programs designed to assist pupils to become as independent as possible in leisure activities, and when possible and appropriate, facilitate the pupil's integration into general recreation programs; (CAC Title 5, §3051.15; 20 USC 1401(26(A)(1), 34 CFR 300.24)
820	College Awareness College awareness is the result of acts that promote and increase student learning about higher education opportunities, information and options that are available including, but not limited to career planning, course prerequisites, admission eligibility and financial aid.
830	Vocational assessment, counseling, guidance, and career assessment: Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment and may include provision for work experience, job coaching, development and/or placement, and situational assessment. This includes career counseling to assist student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions. (Title 5 § 3051.14).
840	Career awareness: Transition services include a provision for in paragraph (1)(c)(vi), self-advocacy, career planning, and career guidance. This comment also emphasized the need for coordination between this provision and the Perkins Act to ensure that students with disabilities in middle schools will be able to access vocational education funds. (34 CFR-SEC.300.29)
850	Work experience education: Work experience education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree. (34 CFR 300.26)
855	Job Coaching Job coaching is a service that provides assistance and guidance to an employee who may be experiencing difficulty with one or more aspects of the daily job tasks and functions. The service is provided by a job coach who is highly successful, skilled and trained on the job who can determine how the employee that is experiencing difficulty learns best and formulate a training plan to improve job performance

860	Mentoring: Mentoring is a sustained coaching relationship between a student and teacher through on-going involvement and offers support, guidance, encouragement and assistance as the learner encounters challenges with respect to a particular area such as acquisition of job skills. Mentoring can be either formal as in planned, structured instruction or informal that occurs naturally through friendship, counseling and collegiality in a casual, unplanned way.
865	Agency linkages (referral and placement): Service coordination and case management that facilitates the linkage of individualized education programs under this part and individualized family service plans under part C with individualized service plans under multiple Federal and State programs, such as title I of the Rehabilitation Act of 1973 (vocational rehabilitation), title XIX of the Social Security Act (Medicaid), and title XVI of the Social Security Act (supplemental security income). (34 <i>CFR</i> SEC.613)
870	Travel Training (includes mobility training):
890	Other transition services: These services may include program coordination, case management and meetings, and crafting linkages between schools and between schools and post-secondary agencies.
900	Other special education/related services: Any other specialized service required for a student with a disability to receive educational benefit.

PROVIDER (B-6)

The following tables provide information for field B-6 regarding the services provider.

Code	Service Provider
100	District of service
110	County office of education
120	SELPA
130	Another district, county, or SELPA
200	WorkAbility
210	Transition Partnership Program (TPP)
220	Regional Center
230	Alcohol and drug prevention programs
240	Child development funded program
250	Head Start
300	Department of Mental Health (DMH)
310	California Children's Services (CCS)
320	Department of Social Services (DSS)
330	Department of Rehabilitation (DOR)
340	Employment Development Department (EDD)
400	Nonpublic agency (NPA) under contract with SELPA or district
410	Nonpublic school (NPS) under contract with SELPA or district
500	Other public program
600	Other private program

LOCATION (B-7)

The following table provide information for field B-7 for service location.

Code	Service Location
210	Home
220	Hospital
310	Head Start program
320	Child development or child care facility
330	Public preschool
340	Private preschool
350	Extended day care
360	Residential facility
510	Regular classroom/public day school
520	Separate classroom in public integrated facility
530	State Special School
540	Separate school or Special Education Center or facility
550	Public residential school
560	Other public school or facility
570	Charter school (operated by an LEA/district)
580	Charter school (operated as an LEA/district)
610	Continuation school
620	Alternative work education center/work study facility
630	Juvenile court school
640	Community school
650	Correctional institution or facility
710	Community college
720	Adult education facility
810	Nonpublic day school
820	Nonpublic residential school –in California
830	Nonpublic residential school –outside California
840	Private day school (not certified by SED)
850	Private residential school (not Certified by SED)
860	Parochial school
890	Service provider location
900	Any other location or setting

FREQUENCY (B-8)

The following table shows the valid reason codes for field B-8 in reference to the frequency of the service.

Code	Service Frequency
10	Daily (one or more times a day)
20	Weekly (one or more times a week)
30	Monthly (one or more times a month)
40	Yearly (one or more times a year)
90	Any other frequency or as needed

DSPL_TYPE (C-6)

The following table shows the valid reason codes for field C-6, referring to the type of discipline imposed.

Code	Type of Discipline
10	In-school suspension (In school suspension is determined and established by local districts as a supervised in-school suspension classroom for students who are suspended and do not pose an immanent danger or threat or have not been recommended for expulsion.)
20	Out-of-school suspension
30	Expulsion; if expelled or transferred to another program

DSPL_BY (C-7)

The following valid codes are used in field C-7 for disciplined by entries.

Code	Student was Discipline By
10	School or district personnel
20	Court order
30	Hearing Officer - for likely injury by the student to himself or herself or to others
31	Hearing Officer – for any other reasons

REASON (C-9 THROUGH C-11)

The following table shows the valid reason codes for fields C-9 through C-11 in numeric order.

Code	Student's Discipline Status
10	Possessing, selling or furnishing a firearm (<i>EC 48915(c)(1)</i>)
11	Brandishing a knife at another person (<i>EC 48915(c)(2)</i>)
12	Unlawfully selling a controlled substance (<i>EC 48915(c)(3)</i>)
13	Committing or attempting to commit a sexual assault or battery (<i>EC 48915(c)(4)</i> or <i>48900(n)</i>)
20	Caused serious physical injury to another person (<i>EC 48915(a)(1)</i>)
21	Possession of knife or any other dangerous object (<i>EC 48915(a)(2)</i>)
22	Unlawful possession of any controlled substance (<i>EC 48915(a)(3)</i>)
23	Robbery or extortion (<i>EC 48915(a)(4)</i> or <i>48900(e)</i>)
24	Assault or battery upon any school employee (<i>EC 48915(a)(5)</i>)
25	Possession of an explosive (<i>EC 48915(c)(5)</i>)
30	Caused, attempted to cause, or threatened serious physical injury to another person (<i>EC 48900(a)(1)</i>)
31	Willfully used force or violence on another person (<i>EC 48900(a)(2)</i>)
32	Possessed, sold or furnished a firearm, knife, explosive or other dangerous object (<i>EC 48900(b)</i>)
33	Unlawfully possessed, used, sold, furnished, or been under the influence of any controlled substance, alcoholic beverage, or intoxicant (<i>EC 48900(c)</i>)
34	Selling or delivering material represented to be a controlled substance (<i>EC 48900(d)</i>)

Code	Student's Discipline Status
35	Caused or attempted to cause damage to school or private property (<i>EC 48900(f)</i>)
36	Stole or attempted to steal school property or private property (<i>EC 48900(g)</i>)
37	Possessed or used tobacco or nicotine products (<i>EC 48900(h)</i>)
38	Committed an obscene act or engaged in habitual profanity or vulgarity (<i>EC 48900(i)</i>)
39	Unlawfully possessed, or unlawfully offered or arranged to sell, drug paraphernalia (<i>EC 48900(j)</i>)
40	Disruption of school activities or willfully defying the valid authority of school personnel (<i>EC 48900(k)</i>)
41	Knowingly received stolen school property or private property (<i>EC 48900(l)</i>)
42	Possession of an imitation firearm (<i>EC 48900(m)</i>)
43	Harassed, threatened, or intimidated a pupil who is a witness (<i>EC 48900(o)</i>)
44	Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (<i>EC 48900(p)</i>)
45	Engaged in, or attempted to engage in, hazing (<i>EC 48900(q)</i>)
46	Aiding or abetting the infliction or attempted infliction of physical injury on another (<i>EC 48900(s)</i>)
50	Engaged in sexual harassment (<i>EC 48900.2</i>)
51	Attempted to cause, threatened to cause, or participated in an act of hate violence (<i>EC 48900.3</i>)
52	Engaged in harassment, threats, or intimidation against a pupil or group of pupils (<i>EC 48900.4</i>)
53	Made terrorist threats against school officials or school property (<i>EC 48900.7</i>)

DSPL_STAT (C-12)

The following table shows the valid codes for field C-12, status of the student as a result of the disciplinary action.

Code	Student's Discipline Status
10	Stayed in school without special education instructional support
11	Stayed in school with special education instructional support
20	Sent home, without instructional support
21	Sent home, with instructional support
30	Continuation class/school
31	Opportunity class/school
32	Community day school
33	Adult education program
34	Independent study
40	Juvenile court school
41	County court school
42	Other county program
43	Placed in another district
44	Charter school (operated by an LEA/district)

45	Charter school (operated as an LEA/district)
50	Graduated
51	Left district or moved
52	Dropped out or status unknown
80	Interim alternative education setting

PST_SECPRG (D-18)

The following valid codes are used in field D-18, post-secondary follow up program participation.

Code	Service Provider
100	None
200	Four-year college/university
210	Community college
220	GED program
300	Vocational or technical school
310	ROP classes
320	Work Force Investment Act (WIA) supported program
400	Military training
800	Unknown
900	Other

PST_SECEMP (D-19)

The following valid codes are used in field D-19, post-secondary follow up gainfully employed.

Code	Gainfully Employed
10	Yes
20	No
80	Not applicable

Appendix B

LIST OF ERRORS AND WARNINGS

CASEMIS software generates three types of errors and warnings while verifying student level data tables. These are: (1) file verification errors, (2) file verification warnings, and (3) warnings for possible duplicate records.

In the next pages these errors and warnings are listed in numerical order with explanations of the message and how to correct them. All **errors must be corrected** and the **warning messages must be verified** to make sure they are not errors.

FILE VERIFICATION ERRORS

Error	Error Message and Explanation
D911	DUPLICATE STUDENT NAME, BIRTHDATE, GENDER The student has the same LAST_NAME, FIRST_NAME, BIRTHDATE, and GENDER as another student in the data table. Please verify all other information in the record for these students and make sure they are not the same student. If the records are about the same student, remove all but one record on the student from the table.
E100	SELPA_CODE IS IN ERROR The entry in the field <i>SELPA_CODE</i> is not one of the codes listed in <i>Appendix A</i> , or the field is blank. Enter the correct four-digit code for your SELPA or SOP.
E101	SELPA_FROM CODE IS IN ERROR The entry in the field <i>SELPA_FROM</i> is not one of the codes listed in <i>Appendix A</i> . Enter the correct code from the SELPA code list.
E102	DIST_SERV CODE IS IN ERROR The entry in the field <i>DIST_SERV</i> is not a valid district/site code, or the field is blank. Please verify the entry against the list of districts under this SELPA/SOP and enter the correct seven-digit <i>DIST_SERV</i> code (2-digit county code plus 5-digit district code). You may obtain the correct county-district code from the <i>California Public School Directory</i> .
E103	DIST_RESI CODE IS IN ERROR The entry in the field <i>DIST_RESI</i> is not a valid district code or the field is blank. Please verify the code against the CDS (county-district-school) codes published in the <i>California Public School Directory</i> and enter the correct code.
E104	STUDENT_ID IS BLANK There is no entry in the field <i>STUDENT_ID</i> . This field must contain a student identifier, assigned by the SELPA or SOP.
E105	DUPLICATE STUDENT, SEE RECORD NNNNNN The entry in the field <i>STUDENT_ID</i> is the same as in another record in the file. The entry in the field <i>STUDENT_ID</i> must be unique -- no two students in the same SELPA/SOP can have the same code in the field <i>STUDENT_ID</i> .

Error	Error Message and Explanation
E106	SSN CODE IS IN ERROR The entry in the field <i>SSN</i> (social security number) is not a valid number. The entry must have only numeric data. Please enter correct social security number.
E107	DUPLICATE SSN, SEE RECORD NNNNNN The entry in the field <i>SSN</i> (social security number) is the same as in another record in the file. The <i>SSN</i> must be unique - no two students may have the same social security number.
E108	REPT_DATE IS NOT MM/DD/CCYY The entry in the field <i>REPT_DATE</i> is not one of the dates for the state reporting requirements, or the field is blank. See Field Detail in Chapter II for correct reporting dates under this field. Enter appropriate date to correct the error.
E109	SCH_CODE IS BLANK The entry in the field <i>SCH_CODE</i> is blank. This field must have a seven-digit school code from the <i>California Public School Directory</i> or <i>California Private School Directory</i> . If a numeric code for a school of attendance is not available from the above two documents, enter the first seven letters of the name of the school.
E110	SCH_TYPE CODE IS IN ERROR The entry in the field <i>SCH_TYPE</i> is not one of the codes listed for the field. Please verify the entry and correct the error.
E111	LAST_NAME IS BLANK OR IN ERROR The entry in the field <i>LAST_NAME</i> is blank or the name starts with a blank or includes a special character. Enter the correct last name.
E112	FIRST_NAME IS BLANK OR IN ERROR The entry in the field <i>FIRST_NAME</i> is blank or the name starts with a blank or includes a special character. Enter the correct first name.
E113	BIRTHDATE IS BLANK OR IN ERROR There is no data in the field <i>BIRTHDATE</i> or the entry in the field is not a valid date. Enter the correct date in this field.
E114	BIRTHDATE IS AFTER REPORTING DATE The entry in the field <i>BIRTHDATE</i> is after <i>REPT_DATE</i> . <i>BIRTHDATE</i> can never be after the reporting date. Enter correct date(s) in either or both fields.
E115	AGE IS 23 OR OVER FOR ACTIVE STUDENT The age of an active student (who is still in the program) computed as of the <i>REPT_DATE</i> cannot be 23 years or more. If the <i>BIRTHDATE</i> is in error, enter the correct date in the <i>BIRTHDATE</i> field. If, however, the student is over age 22, the student can no longer be an active student; in that case, exit the student with an appropriate date in the field <i>EXIT_DATE</i> .
E117	BIRTHDATE IS AFTER EXIT_DATE The entry in the field <i>BIRTHDATE</i> is after <i>EXIT_DATE</i> . <i>BIRTHDATE</i> cannot be after exit date. Enter correct date(s) in one or both fields.
E118	GENDER IS NOT M OR F The entry in the field <i>GENDER</i> is not "M" or "F". Enter correct entry in the field.

Error	Error Message and Explanation
E119	<p>ETHNICITY CODE IS IN ERROR</p> <p>The <i>ETHNICITY (1-4)</i> code is not one of those listed under this field. Enter the correct code in this field. <i>ETHNICITY1</i> is a mandatory entered field. <i>ETHNICITY (2-4)</i> code is not a valid code. Use a code from the list or if there are not other ethnicities to report, use a blank.</p>
E120	<p>EL CODE IS IN ERROR</p> <p>The entry in the field <i>English Learner</i> is not "Y" or "N". Enter the correct code in this field.</p>
E121	<p>EL TRUE FOR NATIV_LANG ENGLISH</p> <p>The entry in the field <i>English Learner</i> is "Y", while the entry in the field <i>NATIV_LANG</i> is "00" or blank (English). A student cannot be limited English proficient, if <i>NATIV_LANG</i> is English. Enter the correct code in EL and/or <i>NATIV_LANG</i> field(s).</p>
E122	<p>NATIV_LANG CODE IS IN ERROR</p> <p>The <i>NATIV_LANG</i> code is not one of those listed under this field. Enter the correct code in this field.</p>
E123	<p>MIGRANT CODE IS IN ERROR</p> <p>The entry in the field <i>MIGRANT</i> is not "Y" or "N". Enter the correct code in this field.</p>
E124	<p>RESID_STAT CODE IS IN ERROR</p> <p>The <i>RESID_STAT</i> code is not one of those listed under this field. Enter the correct code in this field.</p>
E125	<p>ENTRY_DATE IS BLANK OR IN ERROR</p> <p>There is no data in the field <i>ENTRY_DATE</i> or the entry in the field is not a valid date. Enter the actual of first entry into special education in this field.</p>
E126	<p>ENTRY_DATE IS BEFORE BIRTHDATE</p> <p>The date in the field <i>ENTRY_DATE</i> is before <i>BIRTHDATE</i>. Entry date cannot be before <i>BIRTHDATE</i>. Enter correct date(s) in <i>ENTRY_DATE</i> and/or <i>BIRTHDATE</i> field(s).</p>
E127	<p>ENTRY_DATE IS AFTER REPORTING DATE</p> <p>The date in the field <i>ENTRY_DATE</i> is after <i>REPT_DATE</i>. Entry date cannot be after the reporting date. Enter correct date(s) in <i>ENTRY_DATE</i> and/or <i>REPT_DATE</i> field(s).</p>
E128	<p>LAST_IEP IS BLANK OR IN ERROR</p> <p>There is no data in the field <i>LAST_IEP</i> or the entry in the field is not a valid date. Enter the correct date of the last IEP meeting in this field.</p>
E129	<p>LAST_IEP IS BEFORE BIRTHDATE</p> <p>The date in the field <i>LAST_IEP</i> is before <i>BIRTHDATE</i>. <i>LAST_IEP</i> cannot be before <i>BIRTHDATE</i>. Enter correct date(s) in <i>LAST_IEP</i> and/or <i>BIRTHDATE</i> field(s).</p>
E130	<p>LAST_IEP MUST BE AN ACTUAL DATE</p> <p>The date in the field <i>LAST_IEP</i> is a future date or projected date, based on the calendar and clock in your computer. The date of last IEP meeting must be an actual date that took place in the past -- not a meeting date in the future. Enter the latest IEP meeting date in this field.</p>

Error	Error Message and Explanation
E131	<p>LAST_EVAL IS BEFORE BIRTHDATE</p> <p>The date in the field <i>LAST_EVAL</i> is before <i>BIRTHDATE</i>. The date of last evaluation cannot be before <i>BIRTHDATE</i>. Enter correct date(s) in <i>LAST_EVAL</i> and/or <i>BIRTHDATE</i> field(s).</p>
E132	<p>LAST_EVAL MUST BE AN ACTUAL DATE</p> <p>The date in the field <i>LAST_EVAL</i> is a future date or projected date, based on the calendar and clock in your computer. The date of last evaluation must be an actual date that took place in the past -- not a projected date in the future. Enter the latest evaluation date in this field.</p>
E133	<p>LAST_EVAL IS BLANK OR IN ERROR</p> <p>There is no data in the field <i>LAST_EVAL</i> or the entry in the field is not a valid date. Enter the correct date of the last evaluation in the field.</p>
E134	<p>DISABILIT1 CODE IS IN ERROR</p> <p>The <i>DISABILIT1</i> code is not of the listed under this entry. Enter correct code in the field.</p>
E135	<p>GRADE IS IN ERROR</p> <p>The <i>GRADE</i> code is not one of those listed under this field. The entry in this field must be 01-18. Enter correct code in this field.</p>
E136	<p>GRADE IS GG FOR AGE AA</p> <p>The entry in the field <i>GRADE</i> is "13" (12+/transition) for age under 16. It is highly unlikely for a special education student under 16 to be in a community college or in a postsecondary program. Enter the correct code(s) in <i>GRADE</i> and/or <i>BIRTHDATE</i>.</p>
E137	<p>GRADE IS GG FOR AGE AA</p> <p>The student is at least three years younger than the normal age for the reported <i>GRADE</i>. It is highly unlikely for a special education student of age "AA" to be in <i>GRADE</i> "GG". Enter the correct code(s) in <i>GRADE</i> and/or <i>BIRTHDATE</i>.</p>
E138	<p>GRADE IS GG FOR AGE AA</p> <p>The student is at least five years older than the normal age for the reported <i>GRADE</i>. It is highly unlikely for a student of age "AA" to be in <i>GRADE</i> "GG". Enter the correct code(s) in <i>GRADE</i> and/or <i>BIRTHDATE</i>. You may also use code "15" (ungraded) to correct the error.</p>
E139	<p>AGE IS AA FOR GRADE INFANT</p> <p>The student is more than four years old for infant <i>GRADE</i>. Infant <i>GRADE</i> is limited to age group 0-2 years only. Enter the correct code(s) in <i>GRADE</i> and/or <i>BIRTHDATE</i>.</p>
E140	<p>GRADE IS PRESCHOOL FOR AGE AA</p> <p>The student is less than two or more than seven years old for preschool <i>GRADE</i>. Preschool <i>GRADE</i> is limited to age group 3-5 years only. Enter the correct code(s) in <i>GRADE</i> and/or <i>BIRTHDATE</i>.</p>
E141	<p>GRADE IS KINDERGARTEN FOR AGE AA</p> <p>The student is less than three years old for kindergarten. Enter the correct code(s) in <i>GRADE</i> and/or <i>BIRTHDATE</i>.</p>

Error	Error Message and Explanation
E142	<p>GRADE IS KINDERGARTEN FOR AGE AA</p> <p>The student is more than ten years old for kindergarten. Enter the correct code(s) in <i>GRADE</i> and/or <i>BIRTHDATE</i>.</p>
E149	<p>DUPLICATE ETHNICITY CODES</p> <p>Two or more of the entries in the fields <i>ETHNICITY1-4</i> have the same code. An ethnicity code may only be used once per student. Please remove one or more of the duplicate codes. Or, if one or more codes are in error please enter correct code(s).</p>
E150	<p>EXIT_DATE IS BEFORE ENTRY_DATE</p> <p>The date in the field <i>EXIT_DATE</i> is before <i>ENTRY_DATE</i>. A student can not exit from the program before entering the program. Enter correct date(s) in <i>EXIT_DATE</i> and/or <i>ENTRY_DATE</i> field(s).</p>
E151	<p>EXIT_DATE IS BEFORE REPORTING DATE</p> <p>The date in the field <i>EXIT_DATE</i> is before <i>REPT_DATE</i>. For the December enrollment reports, an active student can not exit before the reporting date. Enter correct date(s) in <i>EXIT_DATE</i> and/or <i>REPT_DATE</i> field(s).</p>
E152	<p>EXIT_DATE MUST BE AN ACTUAL DATE</p> <p>The date in the field <i>EXIT_DATE</i> is a future date according to the calendar and clock in the computer. By definition, an exit date is an actual date of exit from the program -- not a projected date of exit. Enter the actual exit date in the field <i>EXIT_DATE</i>.</p>
E153	<p>NO EXIT_DATE FOR EXIT_RESON NN</p> <p>There is no entry in the field <i>EXIT_DATE</i> but there is an entry "NN" in the field <i>EXIT_RESON</i>. A student can have an exit reason only after the student has exited the program. Enter the exit date in the field <i>EXIT_DATE</i> or if the student has not exited the program, leave <i>EXIT_RESON</i> field blank.</p>
E154	<p>EXIT_DATE IS BEFORE MM/DD/CCYY</p> <p>The date in the field <i>EXIT_DATE</i> is before the starting date "MM/DD/CCYY" of the school year in the End-of-Year data file. A student may not have exited before the school year to be in the End-of-Year data file. Enter the correct <i>EXIT_DATE</i> or remove the record from the End-of-Year data file.</p>
E155	<p>EXIT_RESON CODE IS IN ERROR</p> <p>The entry in the field <i>EXIT_RESON</i> is not one of those listed under this field. Enter the correct code in <i>EXIT_RESON</i> field.</p>
E156	<p>STUDENT GRADUATING AT AGE NN</p> <p>The entry in the field <i>EXIT_RESON</i> is "71" (graduated from high school with diploma) or "72" (graduated from high school certificate of completion or other than diploma.) or "81" (GED) for a student under age 16. It is highly unlikely for a student to graduate under age 16. If the <i>BIRTHDATE</i> is incorrect, causing this error, enter the correct <i>BIRTHDATE</i>. Otherwise, enter the correct code in the field <i>EXIT_RESON</i>.</p>
E157	<p>STUDENT AGE:NN MAX AGE TO EXIT >=21</p> <p>The entry in the field <i>EXIT_RESON</i> is "73" (maximum age) for age less than 21. A student exiting special education as a result of reaching maximum age must be of age 21 or more. Enter the correct code in the field <i>EXIT_RESON</i>. If the <i>BIRTHDATE</i> is in error, enter the correct <i>BIRTHDATE</i>.</p>

Error	Error Message and Explanation
E158	LAST_IEP IS AFTER EXIT_DATE The entry in the field <i>LAST_IEP</i> is after <i>EXIT_DATE</i> . The <i>LAST_IEP</i> date must be before <i>EXIT_DATE</i> for a student. Please verify the date(s) and/or correct the error(s).
E159	LAST_EVAL IS AFTER EXIT_DATE The entry in the field <i>LAST_EVAL</i> is after <i>EXIT_DATE</i> . The <i>LAST_EVAL</i> date must be before <i>EXIT_DATE</i> for a student. Please verify the date(s) and/or correct the error(s).
E160	REFR_DATE IS BEFORE BIRTHDATE The entry in the field <i>REFR_DATE</i> is before the date in the field <i>BIRTHDATE</i> . A student cannot be referred for determining eligibility for special education before birthdate. Please verify the entries in these two fields and correct the error.
E161	REFR_DATE IS AFTER REPT_DATE The entry in the field <i>REFR_DATE</i> is after the date in the field <i>REPT_DATE</i> . If a student is referred after the reporting date, the student may not be part of the data file for the reporting cycle. Please enter correct date(s) or remove the record from the data table.
E162	REFR_DATE IS BLANK FOR INFANT There is no entry in the field <i>REFR_DATE</i> for an infant (age 0-2). Please enter the referral date for the infant or if the <i>BIRTHDATE</i> of the student is incorrect, enter the correct birth date.
E163	SOLE_LOW CODE IS IN ERROR The entry in the field <i>SOLE_LOW</i> is not one of the codes on the list under this data field for an infant (age 0-2) who has a low-incidence disability (Hearing Impairment, Deafness, Visual Impairment, Orthopedic Impairment or Deaf-blindness) in the field <i>DISABILIT1</i> . If the entry in the field <i>DISABILIT1</i> is not "220", "230", "250", "270" or "300", please leave this field (<i>SOLE_LOW</i>) blank.
E164	FEDSET_PRS CODE IS IN ERROR The entry in the field <i>FEDSET_PRS</i> is not one of the codes on the list under this data field. Please enter correct code. There MUST be an entry in this field for students ages 3-5.
E165	FEDSET_PRS CODE IS FOR UNDER AGE 3 There is an entry in the field <i>FEDSET_PRS</i> for a student under age 3. A student must be at least 3 years old to be in a preschool setting. If the student's birth date is in error, correct the birth date or leave the field blank.
E166	IN_REGCLS CODE IS IN ERROR The entry in the field <i>IN_REGCLS</i> is not valid. Please verify the entry and correct the error.
E171	PARTICIP CODE IS IN ERROR The <i>PARTICIP</i> code is not one of those listed under this field for grades 2-11 or for age >= 7 and grade=15 (Ungraded). Enter the correct code in this field.
E172	NO SERVICES TABLE There is no service data table for a CASEMIS student on file. Please remove the record or correct the error.

Error	Error Message and Explanation
E174	PLAN_TYPE IS EITHER BLANK OR INVALID The entry in the field <i>PLAN_TYPE</i> is not 10,20, 80, 90 or is not one of the codes listed under the field. Please verify the entry and correct the error.
E181	INFANT_SET CODE IS IN ERROR The entry in INFANT_SET is an invalid setting code. Please verify the entry and correct the error
E182	MHS_ELIGIB CODE IN ERROR The entry in MHS_ELIGIB is an invalid code. Please verify the entry and correct the error.
E183	MHS_LANG CODE IN ERROR The entry in MHS_LANG is an invalid code. Please verify the entry and correct the error.
E185	EARLY_INT CODE IS IN ERROR The entry in the field EARLY_INT is not one of the codes on the list under the field. Please verify the entry and correct the error.
E186	REFR_BY IS EMPTY WITH REFR_DATE There is no entry in the field REFR_BY for a valid REFR_DATE. Please enter the REFR_BY for a valid REFR_DATE.
E187	REFR_BY CODE IS IN ERROR The entry in the field REFR_BY is not one of the codes on the list under the field. Please verify the entry and correct the error.
E188	PRNT_CSNT BEFORE REFR_DATE OR BIRTHDATE The entry in the field PRNT_CSNT is before the date in the field REFR_DATE or BIRTHDATE. Please enter a correct date.
E189	INIT_EVAL BEFORE PRNT_CSNT OR BIRTHDATE The entry in the field INIT_EVAL is before the date in the field PRNT_CSNT or BIRTHDATE. Please enter a correct date.
E190	INIT_EVAL IS AFTER LAST_IEP The entry in the field INIT_EVAL is after the date in the field LAST_IEP. Please enter a correct date.
E191	DISABILIT2 CODE IS IN ERROR The entry in the field DISABILIT2 is not one of the codes on the list under the field. Please verify the entry, and correct the error.
E192	DUPLICATE DISABILIT CODE ERROR Entries in the fields DISABILIT1 and DISABILIT2 have the same code. A disability code may only be used once per student. Please remove one or more of the duplicate codes. Or, if one or more codes are in error please enter correct code(s).
E193	FEDSET_INF CODE IS IN ERROR The entry in the field FEDSET_INF is not one of the codes on the list under the field for an infant (ages 0-2). There must be an entry for an infant. Please verify the entry, and correct the error.
E194	FEDSET_SCH CODE IS IN ERROR The entry in the field FEDSET_SCH is not one of the codes on the list under the field for an infant (ages 6-22). There must be an entry for students age 6-22. Please verify the entry, and correct the error.

Error	Error Message and Explanation
E195	<p>DUPLICATE ENTRIES IN FIELDS TRAN_GOAL1-4</p> <p>Entries in the fields TRAN_GOAL1 to TRAN_GOAL4 have one or more of the same codes. A TRAN_GOAL X code may only be used once per student. Please remove one or more of the duplicate codes. Or, if one or more codes is in error please enter correct code(s).</p>
E196	<p>TRAN_GOAL X CODE IS IN ERROR</p> <p>The entry in the field TRAN_GOAL X is not one of the codes on the list under the field. Please verify the entry, and correct the error.</p>
E197	<p>SPEC_TRANS CODE IS IN ERROR</p> <p>The entry in the field SPEC_TRANS is not one of the codes on the list under the field. Please verify the entry, and correct the error.</p>
E198	<p>GRAD_PLAN CODE IS IN ERROR</p> <p>The entry in the field GRAD_PLAN is not one of the codes on the list under the field. Please verify the entry, and correct the error.</p>
E200	<p>NO SERVICES RECORD FOR STUDENT</p> <p>There is no services record I the SERVICE data table for student.</p>
E201	<p>NO STUDENT RECORD FOR SERVICES</p> <p>A record exists in the Services Data Table (Table B) that has no corresponding student record in the CASEMIS Student Data Table (Table A). For a valid entry in the Services Data Table, there must be a record with the same SELPA_CODE and STUDENT_ID for that student in the CASEMIS Student Data Table. Please verify the data and correct the error.</p>
E-202	<p>SERVICE CODE IS IN ERROR</p> <p>The entry in the field <i>SERVICE</i> is not one of the codes on the list under the field. Please verify the entry and correct the error.</p>
E204	<p>LOCATION CODE IS IN ERROR</p> <p>The entry in the field <i>LOCATION</i> is not one of the codes on the list under the field. Please verify the entry and correct the error.</p>
E205	<p>FREQUENCY CODE IS IN ERROR</p> <p>The entry in the field <i>FREQUENCY</i> is not one of the codes on the list under the field. Please verify the entry and correct the error.</p>
E206	<p>DURATION CODE IS IN ERROR</p> <p>The entry in the field <i>DURATION</i> is not a valid format. See the field for definition. Please verify the entry and correct the error. This number cannot be less than 10.</p>
E208	<p>REPT_DATE IS NOT MM/DD/CCYY</p> <p>The entry in the field <i>REPT_DATE</i> is not one of the date formats for the state reporting requirements, or the field is blank. See Field Detail in Chapter II for correct reporting dates under this field. Enter appropriate date to correct the error.</p>
E209	<p>FREQUENCY CODE FOR AGES 0-2 AND MH</p> <p>The entry in the field FREQUENCY is not one of the codes on the list under the field for an infant (ages 0-2) and Mental Health. There must be an entry for an infant and Mental Health. Please verify the entry, and correct the error.</p>

Error	Error Message and Explanation
E210	DURATION ERROR FOR AGES 0-2 and MH The entry in the field DURATION is not one of the valid entries for the field for an infant (ages 0-2) and Mental Health. There must be an entry for an infant and Mental Health. Please verify the entry, and correct the error.
E211	SERVICE DUPLICATE FOUND SEE: NN Entries in the SERVICE field records for the same student have one or more of the same codes. A SERVICE code may only be used once per student. Please remove one or more of the duplicate codes. Or, if one or more codes is in error please enter correct code(s).
E213	PROVIDER CODE IS IN ERROR The entry in the field PROVIDER is not one of the codes on the list under the field. Please verify the entry, and correct the error.
E214	PROVIDER ERROR FOR AGES 0-2 AND MH The entry in the field PROVIDER is not one of the codes on the list under the field for an infant (ages 0-2) and Mental Health. There must be an entry for an infant and Mental Health. Please verify the entry, and correct the error.
E300	NO STUDENT RECORD FOR DISCIPLINE DATA A record was found in the Discipline Data Table (Table C) that has no corresponding student record in the CASEMIS Student Data Table (Table A). For an entry in the Discipline Data Table, there MUST be a record with the same <i>SELPA_CODE</i> and <i>STUDENT_ID</i> for that student in the CASEMIS Student Data Table. Please verify the data and correct the error.
E301	DSPL_DATE IS BEFORE /AFTER SCHOOL YEAR The date in the field <i>DSPL_DATE</i> is either before or after the duration of the school year. If the data of the disciplinary action was before the school year or after the school year, the incident shall not be reported in the current year's data table. Please verify the entry and correct the error.
E302	DSPL_TYPE CODE IS IN ERROR The entry in the field <i>DSPL_TYPE</i> is one of the codes listed for this field. Please verify the entry and correct the error.
E303	DSPL_DAYS CODE IS IN ERROR The entry in the field <i>DSPL_DAYS</i> is not a valid code. Please verify the entry and correct the error. Note that the number of days cannot be more than 365.
E304	DSPL_BY CODE IS IN ERROR The entry in the field <i>DSPL_BY</i> is not a valid code. Please check the entry and correct the error.
E305	REASON1 CODE IS IN ERROR The entry in the field <i>REASON1</i> is not one of the codes on the list under the field. Please verify the list and enter the correct code. Note that this field cannot be left blank.
E306	REASON2 CODE IS IN ERROR The entry in the field <i>REASON2</i> is not one of the codes on the list under the field. Please verify the entry and enter the correct code.
E307	REASON3 CODE IS IN ERROR The entry in the field <i>REASON3</i> is not one of the codes on the list under the field. Please verify the list and enter the correct code.

Error	Error Message and Explanation
E308	DSPL_STAT CODE IS IN ERROR The entry in the field <i>DSPL_STAT</i> is not one of the codes on the list under the field. Please verify the list and enter the correct code.
E400	REPT_DATE IS IN ERROR The entry in the field <i>REPT_DATE</i> is not one of the dates for the state reporting requirements, or the field is blank. See Field Detail in Chapter II for correct reporting dates under this field. Enter appropriate date to correct the error.
E401	SELPA_CODE IS IN ERROR The entry in the field <i>SELPA_CODE</i> is not one of the codes listed in <i>Appendix A</i> , or the field is blank. Enter the correct four-digit code for your SELPA or SOP.
E402	DIST_SERV CODE IS IN ERROR The entry in the field <i>DIST_SERV</i> is not a valid district/site code, or the field is blank. Please verify the entry against the list of districts under this SELPA/SOP and enter the correct seven-digit <i>DIST_SERV</i> code (2-digit county code plus 5-digit district code). You may obtain the correct county-district code from the <i>California Public School Directory</i> .
E403	DIST_RESI CODE IS IN ERROR The entry in the field <i>DIST_RESI</i> is not a valid district/site code, or the field is blank. Please verify the entry against the list of districts under this SELPA/SOP and enter the correct seven-digit <i>DIST_RESI</i> code (2-digit county code plus 5-digit district code). You may obtain the correct county-district code from the <i>California Public School Directory</i> .
E404	SCH_CODE CODE IS IN ERROR
E405	LAST_NAME IS BLANK OR IN ERROR The entry in the field <i>LAST_NAME</i> is blank or the name starts with a blank or includes a special character. Enter the correct last name.
E406	FIRST_NAME IS BLANK OR IN ERROR The entry in the field <i>FIRST_NAME</i> is blank or the name starts with a blank or includes a special character. Enter the correct first name.
E407	STUDENT_ID IS BLANK There is no entry in the field <i>STUDENT_ID</i> . This field must contain a student identifier, assigned by the SELPA or SOP.
E408	SSN CODE IS IN ERROR The entry in the field <i>SSN</i> (social security number) is not a valid number. The entry must have only numeric data. Please enter correct social security number.
E409	BIRTHDATE IS BLANK OR IN ERROR There is no data in the field <i>BIRTHDATE</i> or the entry in the field is not a valid date. Enter the correct date in this field.
E410	GENDER IS NOT M OR F The entry in the field <i>GENDER</i> is not "M" or "F". Enter correct entry in the field.

Error	Error Message and Explanation
E411	ETHNICITY CODE IS IN ERROR The <i>ETHNICITY (1-4)</i> code is not one of those listed under this field. Enter the correct code in this field. <i>ETHNICITY1</i> is a mandatory entered field. <i>ETHNICITY (2-4)</i> code is not a valid code. Use a code from the list or if there are not other ethnicities to report, it may be left blank.
E412	PST_SECPRG CODE IS IN ERROR The entry in the field <i>PST_SECPRG</i> is not one the codes listed for that field. Please verify the code and correct the error.
E413	PST_SECEMP CODE IS IN ERROR The entry in the field <i>PST_SECEMP</i> is not one the codes listed for that field. Please verify the code and correct the error
E414	SCH_TYPE CODE IS IN ERROR The entry in the field <i>SCH_TYPE</i> is not one of the codes listed for the field. Please verify the entry and correct the error.
E416	DUPLICATE ETHNICITY CODES Two or more of the entries in the fields <i>ETHNICITY1-4</i> have the same code. An ethnicity code may only be used once per student. Please remove one or more of the duplicate codes. Or, if one or more codes are in error please enter correct code(s).
E501	PRNT_CSNT IS EMPTY W/ CURRENT ENTRY_DATE The field <i>PRNT_CSNT</i> must have an entry. Please verify the entry and correct the error.
E502	INIT_EVAL IS EMPTY W/ CURRENT ENTRY_DATE The field <i>INIT_EVAL</i> must have an entry. Please verify the entry and correct the error.
E503	REFR_DATE EMPTY W/ CURRENT ENTRY_DATE The field <i>REFR_DATE</i> must have an entry. Please verify the entry and correct the error.

FILE VERIFICATION WARNINGS

Warning	Warning Message and Explanation
W900	RESID_STAT CODE IS 71 OR 72 The entry in the field <i>RESID_STAT</i> is "71" (State Hospital) or "72" (Developmental Center) for an LEA. These codes are generally used by the state operated programs and they are not meant for the LEAs, unless there are special circumstances. Make sure it is not an error. Also make sure that the student is not reported by both agencies.
W901	RESID_STAT CODE IS NOT 71 OR 72 The entry in the field <i>RESID_STAT</i> is not "71" (State Hospital) or "72" (Developmental Center) for corresponding <i>RESID_STAT</i> codes in programs operated by the Department of Developmental Services (DDS). Please verify the entries in these two fields to make sure the codes are correct.

Warning	Warning Message and Explanation
W902	RESID_STAT CODE IS NOT 60 The entry in the field <i>RESID_STAT</i> is not "60" for programs operated by the California Department of Corrections and Rehabilitation, Division of Juvenile Justice. It is unlikely that the individuals under these institutions have different residential status. Make sure that it is not an error.
W903	GRADE IS GG FOR AGE AA The entry in the field <i>GRADE</i> is "13" (12+/transition) for age under 17. It is highly unlikely, if not impossible, to be in community college or in a postsecondary program for a student under age 17. Check the <i>GRADE</i> code and the <i>BIRTHDATE</i> to make sure there is no error.
W904	GRADE IS GG FOR AGE AA The student is at least two years younger than the normal age for the reported <i>GRADE</i> . Please check the field(s) <i>BIRTHDATE</i> and/or <i>GRADE</i> to make sure this is not an error.
W905	AGE IS AA FOR GRADE INFANT The age of the student is more than three years while <i>GRADE</i> is "16" (Infant). Generally, a student in an infant program is under three years of age. Make sure this is not an error.
W906	GRADE IS PRESCHOOL FOR AGE NN The entry in the field <i>GRADE</i> is "17" (Preschool) for age higher than six years. Normally, the preschool program is for students who are of age group 3-5, although there may be exceptions. Make sure that the <i>BIRTHDATE</i> and <i>GRADE</i> fields have the correct codes.
W907	GRADE IS KINDERGARTEN FOR AGE AA The entry in the field <i>GRADE</i> is "18" (Kindergarten) for age less than four years. Normally the age of a kindergarten student is five years. Make sure this is not an error.
W909	LAST_IEP IS OVER ONE YEAR The entry in the field <i>LAST_IEP</i> is more than one year before the <i>REPT_DATE</i> or more than one year before the <i>EXIT_DATE</i> if there is an entry in the field <i>EXIT_DATE</i> . Please make sure this is not an error.
W910	LAST_EVAL IS OVER THREE YEARS The entry in the field <i>LAST_EVAL</i> is more than three years before the <i>REPT_DATE</i> or more than three years before the <i>EXIT_DATE</i> if there is an entry in the field <i>EXIT_DATE</i> . Please make sure this is not an error.
W914	INVALID AGE\GRADE\PLAN_TYPE FOR PARTICIP The entry in the field <i>PARTICIP</i> is not appropriate for the student's age and plan type. Please verify the student's age, plan type, and participation in statewide testing.
W916	PRNT_CSNT IS EMPTY W/ CURRENT ENTRY_DATE There is no entry in the field <i>PRNT_CSNT</i> with a valid current year entry date. There should be an entry for <i>PRNT_CSNT</i> for students who just have entered Special Education.

Warning	Warning Message and Explanation
W917	INIT_EVAL IS EMPTY W/ CURRENT ENTRY_DATE There is no entry in the field INIT_EVAL with a valid current year entry date. There should be an entry for INIT_EVAL for students who just have entered Special Education.
W918	REFR_DATE EMPTY W/ CURRENT ENTRY_DATE There is no entry in the field REFR_DATE with a valid current year entry date. There should be an entry for REFR_DATE for students who just have entered Special Education.
W919	TRAN_GOAL1 EMPTY FOR AGE 15 AND OLDER There is no entry in the field TRAN_GOAL1 for age 15 and older . There should be an entry for TRAN_GOAL1 for age 15 and older.
W920	NO GRAD_PLAN FOR GRADE 8 AND UP There is no entry in the field GRAD_PLAN for grade 8 and older. There should be an entry for GRAD_PLAN for grade 8 and higher.
W925	STUDENT EXISTS IN TABLE A OR ID DUPLICATE Student with same SELPA_CODE and STUDENT_ID exists in both Table A and Table D. Please verify and correct the error.

CALIFORNIA STATUTES

EDUCATION CODE-PART 30

56601. (a) Each special **education** local plan area shall submit to the superintendent at least annually information, in a form and manner prescribed by the superintendent and developed in consultation with the special **education** local plan areas, in order for the superintendent to carry out the evaluation responsibilities pursuant to Section 56602. This information shall include other statistical data, program information, and fiscal information that the superintendent may require. The superintendent shall use this information to answer questions from the Legislature and other state and federal agencies on program, policy, and fiscal issues of statewide interest.

(b) In order to assist the state in evaluating the effectiveness of special **education** programs, including transition and work experience programs, the superintendent is authorized to collect and utilize social security numbers of individuals with exceptional needs as pupil identification numbers beginning in the 1993-94 fiscal year and phased in over a two-year period. In a situation where a social security number is not available, the superintendent shall assign another student identification number for purposes of evaluating special **education** programs and related services. he superintendent shall not disclose personally identifiable, individual pupil records to any person, institution, agency, or organization except as authorized by Section 1232g of Title 20 of the *United States Code* and Part 99 of Title 34 of the *Code of Federal Regulations*.

56602. Pursuant to subparagraph (C) of paragraph (16) of subsection (a) of section 1412 of Title 20 of the *United States Code* and § 80.40 of Title 34 of the *Code of Federal Regulations*, the superintendent shall submit to the board, the Legislature, and the Governor, a biennial performance report of the special educations programs implemented under this part.

FEDERAL LAW

20 U.S.C. Chapter 33 (Individuals with Disabilities Education Improvement Act, of 2004)

Section 601. SHORT TITLE; TABLE OF CONTENTS; FINDINGS; PURPOSES.

(d) Purposes- The purpose of this title are —

- (1) (A) to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living;
- (B) to ensure that the rights of children with disabilities and parents of such children are protected; and
- (C) to assist States, localities, educational service agencies, and Federal agencies to provide for the education of all children with disabilities;
- (2) to assist States in the implementation of a statewide, comprehensive, coordinated, multidisciplinary, interagency system of early intervention services for infants and toddlers with disabilities and their families;
- (3) to ensure that educators and parents have the necessary tools to improve educational results for children with disabilities by supporting system improvements activities; coordinated research and personnel preparation; coordinated technical assistance, dissemination, and support; and technology development and media services; and
- (4) to assess, and ensure the effectiveness of, efforts to educate children with disabilities.

Section 602. DEFINITIONS.

Except as otherwise provided, in this title:

(3) Child with a disability.--

(A) In general.--The term 'child with a disability' means a child--

- (i) with mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance (referred to in this title as emotional disturbance'), orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and
- (ii) who, by reason thereof, needs special education and related services.

(B) Child aged 3 through 9.--The term 'child with a disability' for a child aged 3 through 9 (or any subset of that age range, including ages 3

- through 5), may, at the discretion of the State and the local educational agency, include a child—
- (i) experiencing developmental delays, as defined by the State and as measured by appropriate diagnostic.

Section 611. AUTHORIZATION; ALLOTMENT; USE OF FUNDS; AUTHORIZATION OF APPROPRIATIONS.

(d) Allocations to States.--

- (1) In general.--After reserving funds for technical assistance, and for payments to the outlying areas, the freely associated States, and the Secretary of the Interior under subsections (b) and (c) for a fiscal year, the Secretary shall allocate the remaining amount among the States in accordance with this subsection
- (2) Special rule for use of fiscal year 1999 amount.—If State received any funds under this section for fiscal year 1999 on the basis of children aged 3 through 5, but does not make a free appropriate public education available to all children with disabilities aged 3 through 5 in the State in any subsequent fiscal year, the Secretary shall compute the State's amount for fiscal year 1999, solely for the purpose of calculating the State's allocation in that subsequent year under paragraph (3) or (4), by subtracting the amount allocated to the State for fiscal year 1999 on the basis of those children.
- (3) Increase in funds.--If the amount available for allocations to States under paragraph (1) for a fiscal year is equal to or greater than the amount allocated to the States under this paragraph for the preceding fiscal year, those allocations shall be calculated as follows:

Section 612. STATE ELIGIBILITY.

- (a) IN GENERAL – A State is eligible for assistance under this part for a fiscal year if the State submits a plan that provides assurances to the Secretary that the State has in effect policies and procedures to ensure that it meets each of the following conditions:

- (l) were not actually identified as being a child with a disability under section 602; or

(3) CHILD FIND - -

- (A) IN GENERAL - - All children with disabilities residing in the State, including children who are homeless children or are wards of the State and children with disabilities attending private school, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services.

- (B) CONSTRUCTION - - Nothing in this title requires that children be listed in section 602 and who, by reason of that disability,

needs special education and related services is regarded as a child with a disability under this part.

(15) PERFORMANCE GOALS AND INDICATORS - - The State—

- (A) has established goals for the performance of children with disabilities in the State that—
 - (i) promote the purposes of this title, as stated in section 601(d);
 - (iv) are consistent, to the maximum extent appropriate, with other goals and standards for children established by the State;
- (B) has established performance indicators the State will use to assess progress toward achieving those goals described in subparagraph (A), including measurable annual objectives for progress by children with disabilities under section 111(b)(2)(c)(v)(II)(cc) of the Elementary and Secondary Education Act of 1965; and
- (C) will annually report to the Secretary and the public on the progress of the State, and of children with disabilities in the State, toward meeting the goals established under subparagraph (A), which may include elements of the reports required under section 1111(h) of the Elementary and Secondary Education Act of 1965.

(16) PARTICIPATION IN ASSESSMENTS - -

- (A) IN GENERAL – All children with disabilities are included in all in all general State and district wide assessment programs, including assessments described under section 1111 of the Elementary and Secondary Education Act of 1965, with appropriate accommodations and alternate assessments where necessary and as indicated in their respective individualized education programs.
- (B) Accommodation Guidelines- The State (or, in the case of a district wide assessment, the local educational agency) has developed guidelines for the provision of appropriate accommodation.

(22) SUSPENSION AND EXCLUSION RATES - -

- (A) IN GENERAL – The State educational agency examines data, including data disaggregated by race and ethnicity, to determine if significant discrepancies are occurring in the rate of long-term suspensions and expulsions of children with disabilities –

Section 613. LOCAL EDUCATION AGENCY ELIGIBILITY.

- (a) IN GENERAL—A local education agency is eligible for assistance under this part for a fiscal year if such agency submits a plan that provides assurances the State educational agency that it meets each of the following conditions:

(7) INFORMATION FOR STATE EDUCATIONAL AGENCY—The local educational agency shall provide the State education agency with information necessary to enable the State educational agency to carry out its duties under this part, including, with respect to paragraphs (15) and (16) of section 612(a), information relating to the performance of children with disabilities participating in programs carried out under this part.

Section 614. EVALUATIONS, ELIGIBILITY DETERMINATIONS, INDIVIDUALIZED EDUCATIONAL PROGRAMS, AND EDUCATIONAL PLACEMENTS.

(a) EVALUATIONS AND REEVALUATIONS –

(1) INITIAL EVALUATIONS—

(A) IN GENERAL—A State educational agency other State agency or local educational agency shall conduct a full and individual initial evaluation, in accordance with this paragraph and subsection (b), before the initial provision of special education and related services to a child with a disability under this part.

(2) REEVALUATIONS –

(A) IN GENERAL—A local educational agency shall ensure that a reevaluation of each child with a disability is conducted in accordance with subsection (b) and (c) –

- (i) if the local educational agency determines that the educational or related services needs, including improved academic achievement and functional performance, of the child warrant a reevaluation; or
- (ii) if the child parents or teacher request a reevaluation.

Section 615. PROCEDURAL SAFEGUARDS.

(A) Case-by-case determination- School personnel may consider any unique circumstances on a case-by-case basis when determining whether order a change in the placement f a child with a disability—

(B) AUTHORITY-School personnel under this subsection may remove a child with a disability who violates a code of student conduct from their current placement to an appropriate interm alternative educational setting, another setting, or suspension for not more than 10 school days.

Section 618. PROGRAM INFORMATION.

(a) IN GENERAL – Each State that receives assistance under this part, and the Secretary of the Interior, shall provide data each year to the Secretary of education and the public on the following:

(1) (A) The number and percentage of children with disabilities, by race, ethnicity, limited English proficiency status, gender, and disability category, who are in each of the following categories:

- (i) Receiving a free appropriate public education.
- (ii) Participation in regular education
- (iii) In separate classes, separate schools or facilities or public or private residential facilities.
- (iv) For each year of age from age 14 through 21, stopped receiving special education and related services because of program completion (including graduation with a regular secondary school diploma) or other reasons, and the reasons why those children stopped receiving special education and related services.
- (v)(I) Removed to an interim alternative educational setting under section 612(k)(1).
- (II) The acts or items precipitating those removals.
- (III) The number of children with disabilities who are subject to long-term suspension or expulsions.

(B) The number and percentage of children with disabilities, by race, gender, and ethnicity, who are receiving early intervention services.

(3) on any other information that may be required by the Secretary.

(2) SAMPLING—The secretary may permit States and the Secretary of the Interior to obtain the data described in subsection (a) through sampling.

(d) DISPROPORTIONALITY—

(1) IN GENERAL—Each State that receives assistance under this part, and the Secretary of the interior, shall provide for the collection and examination of data to determine if significant disproportionality based on race and ethnicity is occurring in the State and local educational agencies of the State with respect to--

(A) the identification of children as children with disabilities, including the identification of children as children with disabilities in accordance with a particular impairment described in section 602(3);

(2) REVIEW AND REVISION OF POLICIES, PRACTICES, AND PROCEDURES--- In the case of a determination of significant disproportionality with respect to the identification of children as children with disabilities, or the placement in particular educational settings such children, in accordance with paragraph (1), the State of Secretary of the interior, as the case may be.

(A) provide for the review and, if appropriate revision of the policies, procedures, and practices used in such identification or placement to ensure that such policies, procedures, and practices comply with the requirements of this title.

Section 632. DEFINITIONS.

As used in this part:

(3) DEVELOPMENT DELAY—The term 'developmental delay', when used with respect to an individual residing in a State, has the meaning given such term by the State under section 635(a)(1).

Section 635. REQUIREMENTS FOR STATEWIDE SYSTEM.

(a) IN GENERAL—A statewide system described in section 633 shall include, at a minimum, the following components:

(1) A rigorous definition of term ‘developmental delay’ that will be used by the state in carrying out programs under this part in order to appropriately identify infants and toddlers with disabilities that are in need of service under this part.

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